STUDY OF THE EFFECTS OF TEACHER EXPECTATIONS ON THE SOCIOMETRIC STATUS OF PRIMARY GRADE PUPILS

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FOREWORD

As teachers we feel that we rely too heavily on theoretical models,some of which are of questionable validity.The dire need is to explore theories in the light of scientific research findings.Teacher affectiveness on student personality is,although,a widely accepted phenomenon,yet it lacks sufficient,what to talk of enough,scientific research back drop.This study entitled'A Study of the Effects of Teacher-Expectation on the Sociometric Status of Primary School Children" is really a good attempt to cover this gap in knowledge.The two constructs,one related to teacher-teacher-expectation-and the other to student-sociometric status-,are wisely chosen and studied by employing pre-test and post test experimental design.The conclusions,drawn by undergoing relevant statistical techniques,have high educational implications which put a challenge before teachers and educationists for their practical use and before developmental theorists to form a theory of social development.

The approach to the organization of the matter in chapters is quite rational alongwith literal correctness.

In fact,the faculty is proud of the investigators for presenting this educational research enterprise to readers.

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CONTENTS

	Page
PREFACE	i
ACKNOWLEDGEMENTS	iii
List of Tables	v
List of Figures	xi
Chapter-I Introduction	1
Chapter-II Models of Teacher Expectation Cycle	8
Chapter-III Review of Related Studies	34
Chapter-IV Teacher Expectations and Sociometric Status:A Study	94
Chapter-V Experimental Design	106
Chapter-VI Data Analysis and Interpretation	116
Chapter-VII Findings,Conclusions and Suggestions	204
BIBLIOGRAPHY	219 -234
APPENDIX	235-247

List of Tables

TableNo.	Title	Page.
1.	Distribution ofn Populars and Neglectees in the Final Sample	109
2.	Sex-wise distribution of Populars and Neglectees in the Three Experimental Groups	110
3.	Grade-wise distribution of Populars and Neglectees in the Three Experimental Groups	110
4.	Age-wise distribution of Populars and Neglectees in the Three Experimental Groups	111
5.	Achievement-wise distribution of Populars and Neglectees in the Three Experimental Groups	111
6.	ANOVA for Pretest and Posttest SMS scores of Populars	117 117
7.	ANACOVA for SMS scores of Populars	117
8.	ANOVA for Pretest and Post test SMS scores of Male and Female Populars	118.
9.	ANACOVA for SMS scores of Male and Female Populars	118
10.	ANOVA for Pretest and Post-test SMS scores of Populars of Fourth and Fifth Grades	119
11.	ANACOVA for SMS scores of Populars of Fourth an and Fifth Grades	19
12.	Adjusted Post test SMS scores of Populars of Fourth and Fifth Grades	119
13.	Significance of difference between Adjusted Post test SMS Means of Populars of Fourth and Fifth Grades	120
14.	ANOVA for Pretest and Post test SMS scores of High and Low Age Group Populars	22
15	ANACOVA for SMS scores of High and Low Age Group Populars	23
16.	Adjusted Post test SMS Means of the Populars of High and Low Age Groups	123
17.	Significance of difference between Adjusted Post test SMS means of High and Low Age Populars	124
18.	ANOVA for Pretest and Post test SMS scores of High and Low Achievement Populars	126
19.	ANACOVA for SMS scores of High and Low Achievement Populars	126
20.	ANOVA for Pretest and Post test SMS scores of Neglectees	127
21.	ANACOVA for SMS scores of Neglectees	127
22.	Adjusted Post test SMS means of Neglectees	127
23.	Significance of difference between Adjusted Post test SMS means of Neglectees	128
24.	ANOVA for Pretest and Post test SMS scores of Male and Female Neglectees	129
25.	ANACOVA for SMS scores of Male and Female Neglectees	129
26.	ANOVA for Pretest and Post test SMS scores of Fourth and Fifth Grade Neglectees	130
27.	ANACOVA for SMS scores of Fourth and Fifth Grade Neglectees	130
28.	Adjusted Post test mean SMS scores of the Fourth and Fifth Grade Neglectees	131

Table No.	Title	Page.
29.	Significance of Post test Adjusted SMS means of Fourth and Fifth Grade Neglectees	131
30.	ANOVA for Pretest and Post test SMS scores of Neglectees of High and Low Age Groups	133
31.	ANACOVA for Post test SMS scores for Neglectees of High and Low Age Groups	133
32a.	Adjusted Post test SMS means of the Neglectees of High and Low Age Groups	134
32b.	Significance of difference between Adjusted Post test SMS means of Neglectees of High and Low Age Groups	135
33.	ANOVA for Pretest and Post test SMS scores of High and Low Achievement Neglectees	137
34.	ANACOVA for SMS scores of High and Low Achievement Neglectees	138
35.	ANOVA for Pretest and Post test SRS scores of Populars	138
36.	ANACOVA for SRS scores of Populars	139
37.	Adjusted Post test SRS means of Populars	139
38.	Significance of difference between Adjusted SRS means of Populars	140
39.	ANOVA forpretest and Post test SRS scores of Male and Female Populars	141
40.	ANACOVA for SRS scores of Male and Female Populars	141
41.	Adjusted Post test SRS means of Male and Female Populars	141
42.	Significance of difference between Adjusted Post test SRS means of Male and Female Populars	142
43.	ANOVA for Pretest and Post test SRS scores of Fourth and Fifth Grade Populars	143
44.	ANACOVA for Post test SRS scores of Fourth and Fifth Grade Populars	144
45.	Adjusted Post test SRS means of Populars of Fourth and Fifth Grades	145
46.	Significance of difference between Adjusted SRS Post test means of Populars of Fourth and Fifth Grades	145
47.	ANOVA for Pretest and Post test SRS scores of High and Low Age Populars	146
48.	ANACOVA for SRS scores of High and Low Age Populars	146
49.	Adjusted Post test SRS means of High and Low Age Populars	147
50.	Significance of difference between Adjusted SRS means of High and Low Age Populars	147
51.	ANOVA for Pretest and Post test SRS scores of Populars of High and Low Achievement Groups	148
52.	ANACOVA for SRS scores of Populars of High and Low Achievement Groups	149
53.	Adjusted Post test SRS means of High and Low Achievement Populars	149
54.	Significance of mean difference between Adjusted SRS post test means of High and Low Achievement Populars	150
55.	ANOVA for Pretest and post test SRS scores of neglectees	151

Table No.	Title	Page.
56.	ANACOVA for SRS scores of Neglectees	151
57.	Adjusted Post test SRS means of Neglectees	152
58.	Significance of difference between Adjusted SRS means of Neglectees	152
59.	ANOVA for Pretest and post test SRS scores of Male and Female Neglectees	153
60.	ANACOVA for SRS scores of Male and Female Neglectees	154
61.	ANOVA for Pretest and Post test SRS scores of Fourth and Fifth Grade Neglectees	154
62.	ANACOVA for SRS scores of Fourth and Fifth Grade Neglectees	154
63.	Adjusted Post test SRS means of Fourth and Fifth Grade Neglectees	155
64.	Significance of difference between Adjusted SRS means of Fourth and Fifth Grade Neglectees	155
65.	ANOVA for Pretest and Post test SRS scores of High and Low Age Neglectees	156
66.	ANACOVA for SRS scores of High and Low age Neglectees	157
67.	Adjusted Post test SRS means of High and Low Age Neglectees	157
68.	Significance of difference between Adjusted SRS means of High and Low Age Neglectees	158
69.	ANOVA for Pretest and Post test SRS scores of High and Low Achievement Neglectees	159
70.	ANACOVA for SRS scores of High and Low Achievement Neglectees	159
71.	Adjusted SRS means of High and Low Achievement Neglectees	159
72.	Significance of difference between Adjusted SRS means of High and Low Achievement Neglectees	160
73.	ANOVA for Pretest and Post test EEs scores of Populars	161
74.	ANACOVA for EEs scores of Populars	161
75.	ANOVA for Pretest and Post test EEs scores of Neglectees	162
76.	ANACOVA for EES scores of Neglectees	162
77.	ANOVA for Pretest and Post test EEs scores of Male and Female Populars	163
78.	ANACOVA for EES scores of Male and Female Populars	163
79.	ANOVA for Pretest and Post test EES scores of Male and Female Neglectees	164
80.	ANACOVA for EES scores of Male and Female Neglectees	164
81.	ANOVA for Pretest and Post test EES scores of Fourth and Fifth Grade Populars	164
82.	ANACOVA for EES scores of Fourth and Fifth Grade Populars	165
83.	ANOVA for Pretest and Post test EES scores of Fourth and Fifth Grade Neglectees	165
84.	ANACOVA for EES scores of Fourth and Fifth Grade Neglectees	165

Table No.	Title	Page.
85.	ANOVA for Pretest and Post test EES scores of High and Low Age Populars	165
86.	ANACOVA for EES scores of High and Low Age Populars	165
87.	ANOVA for Pretest and Post test EES scores of High and Low Age Neglectees	166
88.	ANACOVA for EES scores of High and Low Age Neglectees	166
89.	ANOVA for Pretest and Post test EES scores of High and Low Achievement Populars	166
90.	ANACOVA for EES scores of High and Low Achievement Populars	166
91.	ANOVA for Pretest and Post test EES scores of High and Low Achievement Neglectees	167
92.	ANACOVA for EES scores of High and Low Achievement Neglectees	167
93.	ANOVA for Pretest and Post test TRS of Populars	168
94.	ANACOVA for TRS of Populars	168
95.	ANOVA for Pretest and Post test TRS of Male and and Female Populars	169
96.	ANACOVA for TRS of Male and Female Populars	169
97.	Adjusted Post test TRS means of Male and Female Populars	169
98.	Significance of difference between Adjusted TRS means of Male and Female Populars	170
99.	ANOVA for Pretest and Post test TRS of Fourth and Fifth Grade Populars	172
100.	ANACOVA for TRS of Fourth anf Fifth Grade Populars	173
101.	ANOVA for Pretest and Post test TRS of High and Low Age Populars	174
102.	ANACOVA for TRS of High and Low Age Populars	174
103.	Adjusted Post test TRS means of High and Low Age Populars	174
104.	Significance of difference between Adjusted TRS means of High and Low Age Populars	175
105.	ANOVA for Pretest and Post test TRS of High and Low Achievement Populars	176
106.	ANACOVA forTRS of High and Low Achievement Populars	176
107.	ANOVA for Pretest and Post test TRS of Neglectees	177
108.	ANACOVA for TRS of Neglectees	177
109.	Adjusted Post test TRS of Neglectees	178
110.	Significance of difference between Adjusted TRS means of Neglectees	178
111.	ANOVA for Pretest and Post test TRS of Male and Female Neglectees	180
112.	ANACOVA for TRS of Male and Female Neglectees	180
113.	Adjusted Post test TRS means of Male and Female Neglectees	180
114.	Significance of difference between Adjusted TRS means of Male and Female Neglectees	181
115.	ANOVA for Pretest and Post test TRS of Fourth and Fifth Grade Neglectees	183
116.	ANACOVA for TRS of Fourth and Fifth Grade Neglectees	183
117.	Adjusted Post test TRS means of Fourth and Fifth Grade Neglectees	184

Table No.	Title	Page.
118.	Significance of difference between TRS means of Fourth and Fifth Grade Neglectees	184
119.	ANOVA for Pretest and Post test TRS of High and Low Age Neglectees	186
120.	ANACOVA for TRS of High and Low Age Neglectees	186
121.	Adjusted Post test TRS means of High and Low Age Neglectees	186
122.	Significance of difference between Adjusted TRS means of High and Low Age Neglectees	186
123.	ANOVA for Pretest and Post test TRS of High and Low Achievement Neglectees	188
124.	ANACOVA for TRS of High and Low Achievement Neglectees	188
125.	Adjusted Post test TRS means of High and Low Achievement Neglectees	188
126.	Significance of difference between Adjusted TRS means of High and Low Achievement Neglectees	188
127.	Distribution of Teachers belonging to Experimental Group-I and III in High and Low Induction Acceptance Groups	189
128.	Distribution of Populars and Neglectees belonging to High and Low Induction Acceptance Groups of the Two Experimental Conditions	190
129.	ANOVA for Pretest and Post test SMS scores of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	191
130.	ANACOVA for SMS scores of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	191
131.	ANOVA for Pretest and Post test SMS scores of Neglectees belonging to Various Induction Acceptance by Experimental Treatment Groups	191
132.	ANACOVA for SMS scores of Neglectees Belonging to Various Induction Acceptance by Experimental Treatment Groups	192
133.	ANOVA for Pretest and Post test SRS scores of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	192
134.	ANACOVA for SRS scores of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	193
135.	Adjusted Post test SRS means of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	193
136.	Significance of difference between Adjusted SRS means of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	194
137.	ANOVA for Pretest and Post test SRS of Neglectees belonging to Various Induction Acceptance by Experimental Treatment Groups	195
138.	ANACOVA for SRS scores of Neglectees belonging to Various Induction Acceptance by Experimental Treatment Groups	196

Table No.	Title	Page.
139.	ANOVA for Pretest and Post test EES scores of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	197
140.	ANACOVA for EES scores of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	197
141.	ANOVA for Pretest and Post test EES scores of Neglectees belonging to Various Induction Acceptance by Experimental Treatment Groups	197
142.	ANACOVA for EES scores of Neglectees belonging to Various Induction Acceptance by Experimental Treatment Groups	197
143.	ANOVA for Pretest and Post test TRS of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	198
144.	ANACOVA for TRS of Populars belonging to Various Induction Acceptance By Experimental Treatment Groups	199
145.	Adjusted Post test TRS means of Populars belonging to Various Induction Acceptance by Experimental Treatment Groups	199
146.	Significance of Difference between Adjusted TRS means of Populars belonging to Various Induction Acceptance by Experimental Groups	199
147.	ANOVA for Pretest and Post test TRS of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups	202
148.	ANACOVA for TRs of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups.	202
149.	Adjusted Post test TRS Means of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups.	202
150.	Significance of Difference between Adjusted Trs TRS means of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups.	202

List of Figures

Figure No.	Title	Page.
I.	Rosenthal and Jacobson's Model of Teacher Expectation Cycle	9
II.	Network of Expectations	11
III.	Behavioural Cycle Between Teacher Input and Learner Output	15
IV.	Major Elements of the Teacher Expectation Hypothesis Illustrating several Expectancy and Competing Hypothesis Linkage	21
V.	Model for Expectancy Communication and Behavioural Influence	25
VI.	Presage Factors in Teacher Expectancy Cycle	30
VII.	Process Factors in Teacher Expectancy Cycle	32
VIII.	Product Factors in Teacher Expectancy Cycle	33
IX.	Teacher's Expectations and Sociometric Status of Pupil	97
X.	Experimental Grouping	108
XI.	Induction of Teacher Expectations	114
XII.	Experimental Design of the Study	115

CHAPTER-I

INTRODUCTION

School is an institution created by society for the transmission of its culture and intellectual heritage to the oncoming generations. It is entrusted with the responsibility of "shaping the kinds of persons"(Rubin,1973;p.3)needed for the maintenence and progress of society. As such, it occupies an impottant place in the sphere of social organisation, and, therefore, it becomes a prerequisite to understand the various processes undergoing in its own system, so that its efficiency may be properly maintained. The present educational system is structured in a hierarchial manner into groups called grades or classes. It is in these grades or classes where the activity of culture transmission is performed by the individuals, called teachers.

The role of teacher and his behaviour in the classroom has been emphasised by a number of authors in various ways, and it has been said that parents set the stage, but the play is acted out with peers, teachers and bosses(McCandless, 1967). Further, it has been said that"for teachers the job is to see that the play is acted out so that the actors are not destroyed"(Felker,1974;p.64). Implicit in the statement of Felker(1974) is the fact that the teachers 'act' in their classrooms to achieve certain aims and in this process there is always a likelihood of their recepients to be 'destroyed'. Questions related with the quality of teacher effieiency and teaching process instantly comeforth and demand attention.

Improvement in the quality of teaching process could be attempted through analysing the interaction which goes on between the teachers and their students. Attempts have been made in this direction and certain patterns of teacher behaviour are now well established. It has been found that teachers behave in their classrooms in relation to their own characteristics, the characteristics of their students and the subject matter being taught. It has also been noted that teachers' behaviour towards their students is not same for each and every student. An element of inequality has been noted by a number of investigators with reference to the frequency of tecaher contacts with their pupils(Jackson, 1968; Good, 1970; Hudgins, 1971; Power, 1971; Lightfoot, 1972; Garner and Bing, 1973). This inequality is frequently referred as being due to the perceived differences in students' characteristics. This perception of teachers is based on their observation of the students in classroom, in the play ground and in peer groups. Rosenthal and Jacobson(1968) have stated that teachers' observations of students' behaviour and characteristics develop in them a set of expectancy for the students. The study have shown that these expectancies are significant in determining students' academic achievement and intellectual progress over a given duration of time. The reveliation that teachers form expectations for their students, and that these expectations are real in their consequences on students performance, have made the educationists to be aware of the fact that, while on the one hand, positive

expectations may stimulate the child to improve his educational attainment,om the other hand,the child may be unduly punished by the teacher due to his irrelevant,negative expectitions.Howe's(1972;p.253)statement seems to be appropriate in this context:

"(A) teacher in..., school,who is told that the children in his class are likely to be disruptive may react by using a firm approach,giving more punishment and disapproval than encouragement and praise.Partly as a result of this strategy the children may behave badly,strengthning the teacher's belief in the necessity of negative methods of control.Hence,a vicious circle results in which the teacher, on the basis of his expectancies,acts in ways whish lead to those expectations fulfilled".

Brophy and Good(1974;p.33) state that formation of expectations is a phenomenon of day-to-day occurence.According to the authors"expectations are not/abnormal or unusual. They are common,every day experinces.Nor they are typically illogical;usually they are resonable and logical inferences based upon observation".The fact that teachers' observations may have an element of error and the students may be treated unfavourably due to negative expectations held by the teacher, have evoked a controversy since the first publication of "Pygmalion in the classroom" by Rosenthal and Jacobson(1968). Such was the fervour in support of Rosenthal and Jacobson (1968) that Postman and Weingartner(1969;p.94) putforth a question to the educational process being adhered in the

school .They stated that:

"the fact that the editors..(of the book)..believed that such obvious learning occurence was so noteworthy is (an)evidence of how tragically inept are most of our metaphers of the mind.How many children do you suppose have been driven to stupidity because their teachers believed that they were stupids?"

Postman and Weingartner's(1969)comment is noteworthy due to the fact that it points out to the danger which is associated with the unfavourable development of teacher expectations.Nonetheless,it has been shown time and again that expectations are real and function in the classroom as 'self fulfilling prophecies',e.g.Peters(1971) has divided her class into brown eyed and blue eyed children, telling them that for the day the brown eyed children were superior,more intelligent,and thus worthy of more rights and privileges than blue eyed children.The children were observed to learn these new roles instantaneously.The author observed that:

"One lovely and brilliant blue eyed girl,among the most popular in the class,almost disintegrated under the pressure.She walked in a slouch,became suddenly awkward, trippled twice over things,did poorly in her work.At recess, walking disconsolately across the playground,she was struck across the back by the delibrerately outstretched arm of a brown eyed girl who the day before had been her best friend" (p.24).

Further the teacher commented that:

"all the children enjoyed being considered superior, and the feeling that they were superior had obviously pushed them to do better work than they had ever done before. But

some of them took delight in keeping the members of the 'inferior' group in their place, in asserting their 'superiority' in particularly nasty ways..........I was wholly unprepared for their lack of compassion for people they normally considered their best friends"(p.37).

When on the following day the roles were switched to the normal, Peters observed that the children adopted their new roles as per her expectations. She reported that the credibility of the person transmitting the cues determines the potency of external imposition of cues. She stated that:

"I have asked each class that has gone through this exercise why they believed me when I said that one group or other was inferior? The answer has always been the same. They believed me at first because I was the teacher. Later, they believed me because they saw it was so. And, ofcourse, they had seen it. Didn't the inferior group do inferior work? Weren't they constantly having to be corrected? Didn't they become sulky, inattentive and unhappy?"(p.102).

The comment of Morris(1978) entails similar implications:

"Teachers who are convinced that their students will show academic growth over the coming year are more likely to behave in a way that causes their expectations to come about, thus, making it a self fulfilling prophecy"(p.65).

The expectations seem to be a specific extension of the broader social phenomenon occuring in the human groups. Sociologists have shown that members of the society evaluate each other in relation to their qualities. Evaluative criterion involved in this process is generally the usefulness of these qualities in the achievement of social aims. Thus it has been stated that it is the 'others' who determine the

roles and responsibilities of the individual,and the individual attempts to fulfill these roles in a most satisfactory manner.This interpersonal attribution of roles and responsibilities also operates in the social situation of classrooms,in which the child adopts orientations towards himself in accordance with the way in which the'significant others' around him behave towards him(Gergan,1971).The teacher is one of these significant 'others',and projects a picture of each child in his classroom.This projection induces the child to be faithful to the picture of himself or else be threatened with the loss of selfhood(Lecky,1945).Thus,the statement of Thomas (1931;p.175) seems to be true in relation to the social atmosphere of the classroom.The author states that:

> "If men define......situations as real,they are real in their consequences".

Similarly,the statement of Postman andWeingartner (1969)is relevant for the classroom situation:

> "What we 'see' is a product of what we believe to be'out'there.We see things not as'they are'but as we are.... the teachers'perceived'(teachers of Rosenthal & Jacobsons' study,1968)...children as intelligent because they were expecting to see 'intelligent behaviour'.The teachers,like the laboratory experimenters,'made' the reality that was'there'. But we can assume that once the teacher made that reality, the children began to 'make' one of their own.The children modified their behaviour in accordance with the positive expectations of their teacher.In other words,the children changed their perception of themselves,and they did so because the environment had a positive affect on their purposes and assumptions"(p.95).

Much has been said for and against the self-

fulfilling hypothesis of Rosenthal and Jacobson(1968). A number of critical reviews have/appeared since then(Snow, 1969;Thorndike,1968;Taylor,1970;West and Anderson,1976). Nonetheless,the significance of teacher expectation research, as pointed out by Hutchins(1968) still holds good:

> "Here may lie the explanation of the effects of socio-economic status...(and other variables)...on schooling. Teachers of high socio-economic status expect pupils of lower socio-economic status to fail"(p.2).

Much research have been carried out on expectancy cycle,and still more work is in progress to find out the various intricate relationships that operate in the classrooms where teachers form expectations and behave towards their students in relation to those expectations.The present study is also an attempt to explore the effect of teachers' expectations on the sociometric status of the pupils.

CHAPTER-II

MODELS OF TEACHER EXPECTATION CYCLE

1.0. OUTLINE:

Research in the area of teacher expectations have passed through its initial stage in which a hectic search for a cause-effect relationship was carriedout. Investigations carriedout over one and a half decade since the publication of "Pygmalion in the Classroom"(Rosenthal and Jacobson,1968) have, however, shown that expectations operate in the classroom situation in some specific ways, which have theoretical foundations of logical nature. A number of interpretations have comeforth from different quarters, which, though differing in their detailed aspects, rest upon the basic idea proposed by Rosenthal and Jacobson(1968). In the present chapter an attempt has been made to describe these theoretical interpretations of teacher expectancy cycle.

2.0. ROSENTHAL AND JACOBSON'S MODEL OF TEACHER EXPECTATION CYCLE:

Rosenthal and Jacobson(1968) have propsed that teachers are aware of the academic potential of their students. This awareness is based upon the observations made by the teachers. Teachers observe their students in classrooms, with the peers and in various academic activities. These observations of the teacher form the basis of the development of expectancies in them. It is hypothesised that once these expectations are formed, they are communicated to the students through teachers' behaviours in the classroom, and students attempt to fulfill their teachers' expectations,

thereby bringing in an improvement or change in their academic ability. This model of expectation could be diagrammatically represented as given in Figure-I.

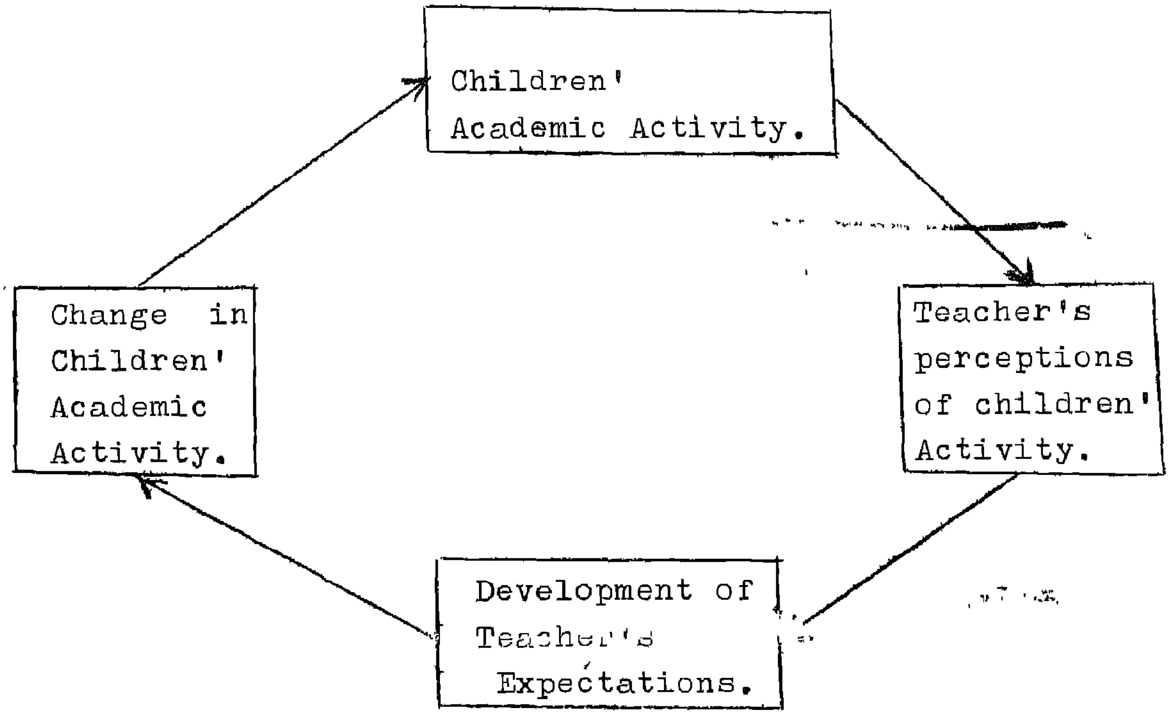

Children' Academic Activity.
Teacher's perceptions of children' Activity.
Development of Teacher's Expectations.
Change in Children' Academic Activity.

Figure-I

Rosenthal and Jacobson's Model of Teacher Expectation Cycle.

3.0. FINN'S NETWORK OF EXPECTATIONS:

Finn(1972) has defined an expectancy or expectation set as "a conscious or unconscious evaluation which person forms of another, or of himself, which leads the evaluater to treat the person evaluated in such a manner as though the assessment were correct"(p.390). Thus, according to Finn (1972), teacher expectations are evaluations of student's potential for academic activity. The author has given a network of expectations, which operates in the environment of educational institutions. Basically, the model visualises

some sources of expectancy formation and their conveyance to the students, and students' responce to the expectations. The author comments that "the child's teacher is not the sole source of expectations impinging upon his behaviour. Even in the classroom setting, expectations are conveyed to the child by the other children, as well as through the physical and psychological 'givens' of the classroom, and the learning activities presented to the pupils" (p.391). Further, it has been stated that "together with the teacher, the physical settings and the co-curricular materials and activities, a network of expectations is established, to which the child is contineously exposed. The network constitutes a significant part of the child's educational environment, i.e. the totality of all aspects of the milieu which set expectations for an individual's educational attainment" (p.392). Thus, the network emphasises that the totality of environment including the peers, parents, teachers and others through upon the child a set of expectancies, which are based on the cultural traditions and demands, and the perceived characteristics of the child.

Finn (1972) has pointed out that in addition to the expectations of others, the child forms his own expectations about his educational performance. Self-expectations has been described as either based on a realistic knowledge of one's own abilities, interests, and past achievement and certain distortions of these. The net work shows that expectations of others interact with self expectations and result into

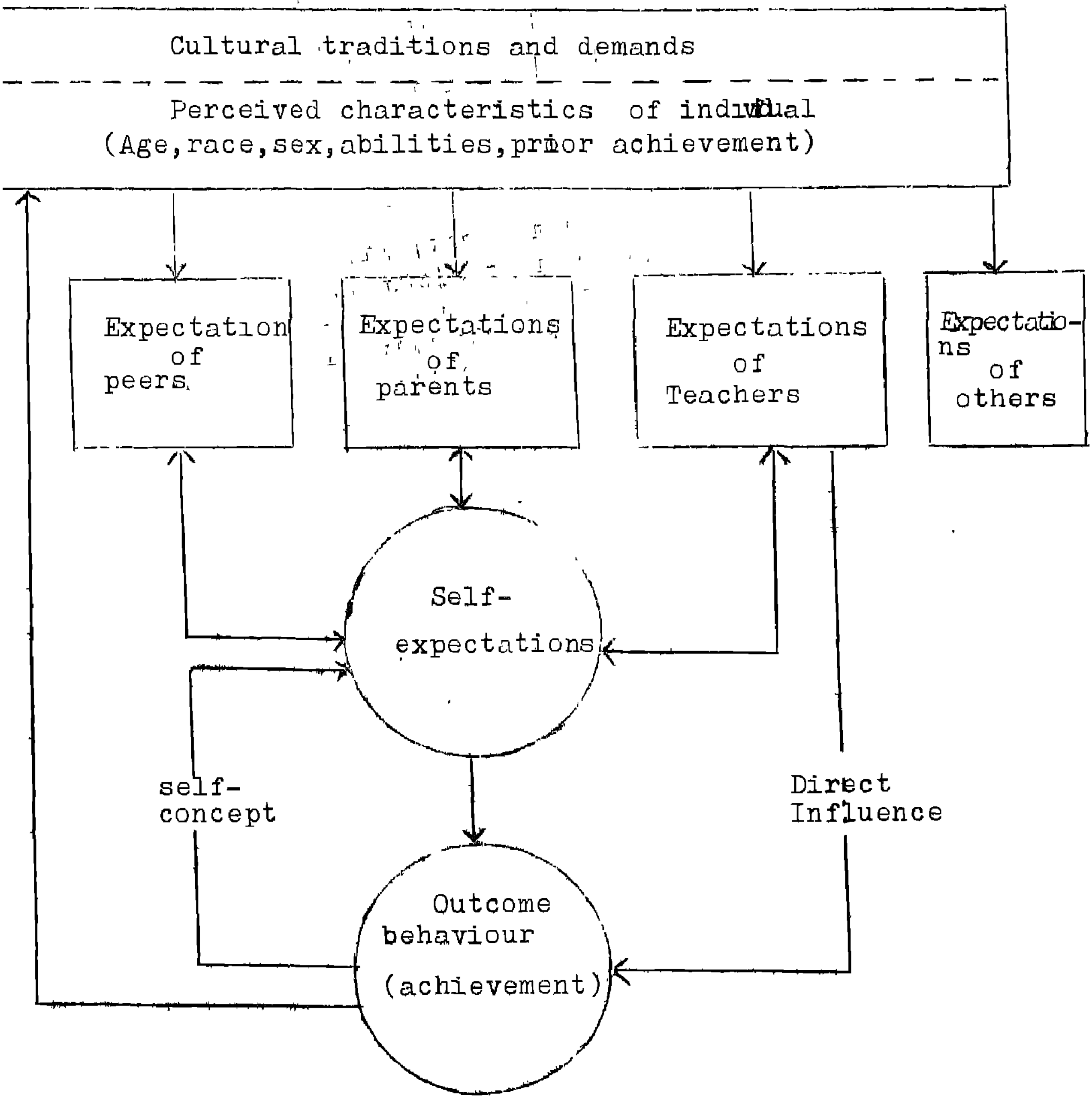

Cultural traditions and demands
Perceived characteristics of individual
(Age,race,sex,abilities,prior achievement)
Expectation of peers
Expectations of parents
Expectations of Teachers
Expectations of others
Self-expectations
self-concept
Direct Influence
Outcome behaviour (achievement)

FIGURE-II

'Network' of Expectations. (afterFinn,1972,p.395)

a specific kind of outcome behavoour.Figure-II presents Finn's network of expectations.

4.0.BROPHY AND GOOD'S MODEL OF TEACHER EXPECTATION EFFECTS:

Brophy and Good(1974) have described a model of teacher expectation effects,so that the self-fulfilling prophecy hypothesis,proposed by Rosenthal and Jacobson(1968), could be given a theoretical interpretation.The authors believed that"it is important to specify a model underlying teacher expectation effects....(which)..outlines a series of steps,all of which must be present if a given series of events is to be considered a valid instance of expectation effects"(p.38).The model envisages six steps in the expectancy cycle,which are given below:

Step-1:Formation of differential expectations regarding the achievement potential and personal characteristics of the students.

Step-2:Differing treatment of the students in accordance to the teacher's expectations.

Step-3:Students also treat their teachers differently because of their different personalities and different treatment received from the teacher.

Step-4:Complementation and reinforcement of teacher's expectations by the student.

Step-5:If continued indefinitely,the reinforcement and complementation of teacher's expectations by the students will cause the students to approximate teacher's expectations more and more closely.

Step-6: If continued over the course of the school year, different teacher-treatment of different students will show different effects on both process and product measures.

The above sequence proposed by Brophy andGood (1974) provides a useful framework for teacher self-examination as well as a skeleton model from which the researchers can develop tenable hypotheses for experimentation. Brophy and Good (1974) have explained the implications which could be derived from their model. It is stated that in classrooms "where teacher expectations are appropriate, or where they are flexible so that any inappropriate aspects are quickly corrected, the teacher-studeny interaction will be largely predictable from the knowledge of student's general personality and specific classroom habits, and his achievement relative to that of his classmates will be highly predictable on the basis of his previous achievement" (p.39). Further, it has been pointed out that in classrooms "where teacher expectations have been inappropriate and rigid, students' classroom behaviour achievement level will deviate from pridictions based on past performance. Where expectations are inappropriately and rigidly high, the student will probably have many more than his share of interactions with the teacher during the year and will receive a great deal of encouragement and cajoling from the teacher.....(while on the other hand). ...if the teacher's expectations are inappropriately and rigidly low, the student will have fewer interactions with the teacher, will get less praise and more criticism than his

classmates receive....and will be likely to experience generally half-hearted teaching in which the teacher attempts to teach him less material and is less persistent in teaching him the material that he does teach"(p.40).The authors point out that such a differential teaching procedure adhered by the teachers will create an achievement differential among the students.

5.0.BRAUN'S BEHAVIOURAL CYCLE BETWEEN TEACHER INPUT AND LEARNER OUTPUT FACTORS:

Braun(1976) has given a more detailed interpretation to the phenomenon of teacher expectations.The model given by him is an attempt to solve the question that "Exactly how the dynamics of teacher personality operate to effect differential performance"(p.185) in the classroom.The expectancy hypothesis proposed by Braun (1976) suggests that"the teacher for varied reasons perceives competencies and potentialities of children differently and.......these expectancies are reflected in his interaction with children to produce differential performance among learners"(p.185).The author states that'teacher expectation','self fulfilling prophecy' and teacher faith' are some of the words which imply this"tendency for the teacher to create a reality commensurate with his perceptions"(p.185) How this'reality' is created has been depicted in the model presented by the author(Figure-III).

The model identifies that there are certain sources of teacher expectancies which function as the input factors in expectancy formatiom.Based upon the available

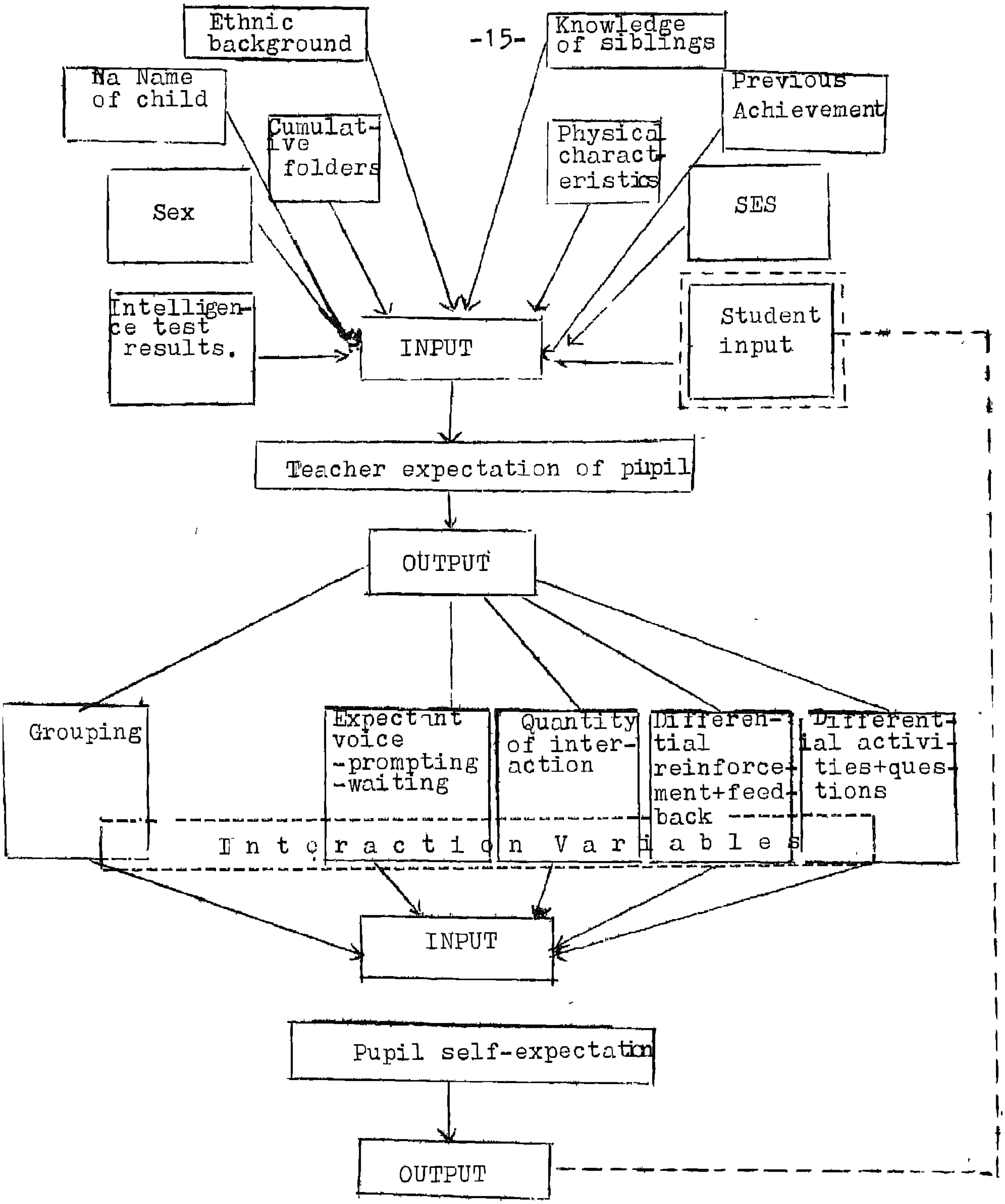


Figure-III

The Behavioural Cycle Between Teacher Input and Learner Output

(after:Braun,1976,p.206)

evidence,it has been pointed out that the sex,intelligence test results,name of the child,cumulative folders,ethnic background,knowledge of siblings,physical characteristics, previous achievement,socio-economic status and observation of students are some of the input factors which influence the formation of teacher expectations.Inthis connection, Elashoff, Dixon and Snow's(1971) statement seems to be appropriate:

> "(T)eachers.........form impressions based on physical appearance and conduct....achievement,IQ scores.. .....or general characteristics of older siblings or parents.These impressions based on a day's or a week's expereance may produce expectations about pupil behaviour and fúture achievement.........when teachers characterised pupils,they are likely to label them as 'good' or 'bad'. Clean children may be 'good',dirty ones'bad';or they may be'fast' or 'slow' learners"(p.63).

Braun(1976) mentioned that the various input factors have differential potentialities for inducing the expectancy formation.Further,teachers also vary with regard to their succeptibility to these input factors. It has beem stated that"the degree to which the external induction of learner input data generate dissonance and the degree to which the teacher can reconcile this external information with what he has observed of the learner will determine the action he will take on the new information" (p.197).Festinger's (1957) theory of cognitive dissonance has been shown by the author to hold good in the process of expectation formation among teachers.

Braun(1976) states that transmission of expectancies constitute the second aspect of expectancy phemomenon. He states that"a question of paramount importance to both research and teacher-education relates to the ways in which the teacher acts on expectancy input,i.e. cues-verbal or nonverbal-which he transmits to the learner"(p.197-198). It has also been stated that "patterns of pupil-teacher and pupil-pupil interaction become a function of how both pupils' and teachers perceive the individual child's status within the classroom social microcosm"(p.198).These interaction variables have been illustrated in Figure- III as-grouping the students into certain categories,prompting and waiting for the response and delivering expectant voices to stimulate the children.The teachers are also likely to vary on account of the quality of interaction and the reinforcement strategy adopted with the children for whom they have differential expectations.Similarly,the amount of questioning and other related activities have been pointed out to be the interaction variables in teacher expectancy paradigm.Braun's model specifies that these interaction variables function as an input in the formation of pupil's self-expectations and performance.The cycle is perpetuated by the performance output of the pupil,which inturn functions as an input variable in the formation of teacher expectations.The element of self-expectation of the learner has been emphasised by Braun, and it has been stated that"the child will act in ways which he thinks are consistent with the way in which he sees himself;otherwise a state of dissonance will result and the

and the child will take action to achieve a state of harmony consistent with the view he has of himself.If he considers himself 'dumb',he will likely behave in a manner that will be consistent with his image of 'dumbness' "(p.205).

Braun's model presents a comprehensive analysis of the expectancy cycle which operate in our classrooms,and have important implications for interaction.It is suggested that the teacher needs to concentrate on bolstering the self-image of the child,recognising the strong relationship between this image and the goals which the child sets for himself and ultimately his achievement.Further,it has been suggested that teachers need to bring in a change in their interaction with the pupils,and that a more'equalitarian' behaviour need to be displayed in the classroom.

6.0.WEST AND ANDERSON'S MODEL OF CAUSAL LINKAGES IN TEACHER EXPECTANCY:

West and Anderson(1976) have proposed a model in which a question of preponderant causation in teacher expectancy research has been raised.It has been stated that while it seems logical to suggest that expectations influence students' achievement,it may be equally true that it is the student achievement which have a more pronounced influence of teachers' expectations.Thus,the model presented by West and Anderson(1976)is important in view of the fact that much of the research carried out in the area of teacher expectations have ignored some of the competing hypothese which might have influenced their interpretation.

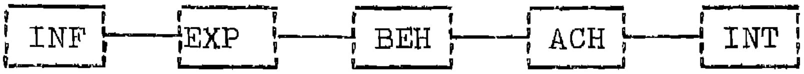
The authors identified five variables which have been included in the research paradigm of teacher expectations. These variables are:

1. INFormation(INF): Subjective and objective data about a student;
2. EXPectancy(EXP): Teacher's attitude(behavioural disposition) about a specific student;
3. BEHaviour(BEH): Any teacher behaviour towards the student;
4. ACHievement(ACH): Any demonstrated, increased student profeciency in the subject-matter content areas;
5. INTelligence(INT): Student's intelligence score on any established IQ measure.

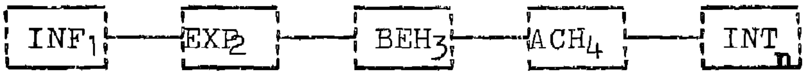
West and Anderson(1976) state that in expectancy research"information passed to the teacher identifies students who are expected to do well in that teacher's class. It is claimed that this information creates an expectancy on the part of the teacher, that the student will perform consistently in the direction stated in the information. Usually the information is in a positive form, but it is assumed that teacher also form expectancies that some students will not do well. Expectancies are related to the teacher's behaviour towards the students. Inturn, it is believed that differences in teacher behaviour influence the school achievement and intelligence of the student.....that there is a chain of influencing events from the provision of the teacher with information to a change in the student's intelligence......

......(and achievement)"(p.613-614).

The teacher expectancy hypothesis has been represented by the authors as:



linkage.An element of time as a variable in ecpectancy linkage has also been introduced and the above linkage has been given the following form:



West and Anderson(1976) argue that " Emperical, logical and psychological evidence could support other linkages ...(as well).These competing linkages suggest the possibility of conceptualising several 'direction of causation' or even 'causation' going on in both directions.That is, achievement may be treated as an independent variable with the teacher's expectancy being treated as the dependent variable;or,as has been the case in most teacher expectancy studies,teacher expectancy may be treated as the independent variable with students' achievement being treated as the dependent variable"(p.615).The model given by West and Anderson(1976) has been reproduced in Figure-IV.The competing hypotheses linkages have been shown in the model as dotted lines,while the continuous line represents expectancy hypothesis linkage.The authors have discussed each linkage in a little detail and have shown that the very concept of expectancy needs to be elaborated and specifically defined.

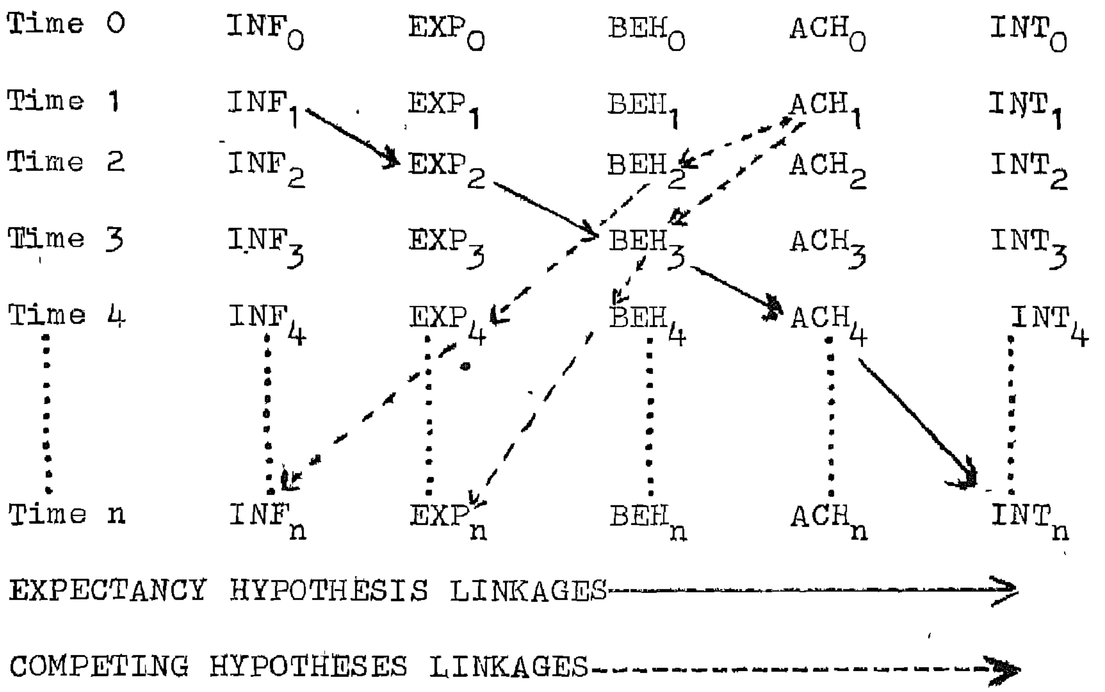


Figure-IV

Major Ellements of the Teacher Expectation Hypothesis Illustrating several Expectancy and Competing hypothesis Linkages(after:West & Anderson,1976,p.614)

According to the authors" one problem in teacher expectancy research is the wide variety of definitions of expectancy or of operational variables that investigators take to indicate the existence of expectancy.By'teacher expectation' some investigator mean assumed teachers' attitude about students which are a function of some information supplied by the investigators......Other investigators apparently mean assumed teachers' attitude which are a function of information supplied by the investigators and the only evidence of these attitudes is certain observed teacher behaviours.....(still)other investigators seem to reduce the

necessity of assuming the expectancy by taking a teacher's ranking of students' achievement after teacher-student interaction.....(or)....a prediction of student's future academic success..(or)...statement made directly to students such as 'I think you can do a good job on this problem' "(p.616). Emphasis has been placed by the authors on the "need for greater clarification of the definition of expectancy"(p.616).

West and Anderson(1976) have discussed the expectancy-behaviour and behaviour-achievement linkage and asked the following theoretical questions:

> "1.Is the Expectations-Behaviour(EXP_1-BEH_n) linkage preponderant over the Behaviour-Expectancy(BEH_1-EXP_n) linkage?
> 2.Is the Expectations-Achievement(EXP_1-ACH_n)linkage preponderant over the Achievement-Expectation (ACH_1-EXP_n) linkage?
> 3.Is the Behaviour-Achievement(BEH_1-ACH_n) linkage preponderant over the Achievement-Behaviour (ACH_1-BEH_n) linkage?
> 4.Is the Expectancy-Intelligence (EXP_1-INT_n) linkage preponderant over the Intelligence-Expectancy(INT_1-EXP_n) linkage? "(p.617)

It has been argued that behaviour of an individual influences attitude formation in a more preponderant manner than the vise-versa.It has also been pointed out that there is no evidence to show that the attitudes of teacher were formed on the bases other than the achievement of students themselves....(and).....teachers form attitudes and expectations based on the actual behaviour of students (an ACH1-EXP_n linkage)"(p.618).It is suggested that in the

studies in which expectancy effects are demonstrated "the of formation of the teacher expectancy is crucial. When the teacher's expectations are formed after a period of teacher-student interaction, there is no reason to assume that teacher expectancy caused later achievement or lack of achievement. It is just as valid to infer that the teacher's ratings are simply correlated with subsequent student performance as well as time of rating performance"(p.618). Similar reinterpretation has been proposed in relation to the achievement and intelligence effects of expectancy, and it has been suggested that our knowledge would be greatly aided by research in atleast five areas:

(a) the sources and types of teachers' information about students;
(b) teacher patterns of interpretations and validation of the information;
(c) the nature and sources of expectations;
(d) the stability and accuracy of teachers' specific and general attitudes towards students; and,
(e) the correspondance between the teacher's attitude toward students and his behaviour toward students.

The significance of present model is derived from the fact that it points out that much of the data accumulated on this aspect need more clarification, and that more controlled experimentation is needed to derive valid results. Simple correlations have failed to clarify the nature of expectancy phenomena which occur inthe classrooms.

7.0. COOPER'S MODEL FOR EXPECTATION COMMUNICATION AND BEHAVIOUR INFLUENCE:

Cooper(1979) presented a model for teacher expectation effects, which attempted to integrate the climate, feedback, and interaction initiation variations into a single process culminating in sustained student performance. The model argues:

> "1. that teachers form differential expectations for student performances;
> 2. that expectations, in conjunction with the interaction context, influence teacher perceptions of control over student performance;
> 3. that control perceptions influence teacher feedback information and the socio-emotional climate of the classroom;
> 4. that feedback differences influence student beliefs concerning the importance of effort in producing personal outcomes; and,
> 5. that effort-outcome perceptions influence the quality of and motivation behind student performance"(p.396).

Each of the above aspects of the model is represented in Figure-V. Cooper(1979) has elaborated each step of his model as follows:

-Teachers form differential expectations for student performance: According to Cooper(1979) the students' background and ability stimulate the teacher to form differential perceptions about the likelihood of their success. This differential perception constitutes the 'raw data' in the expectancy cycle.

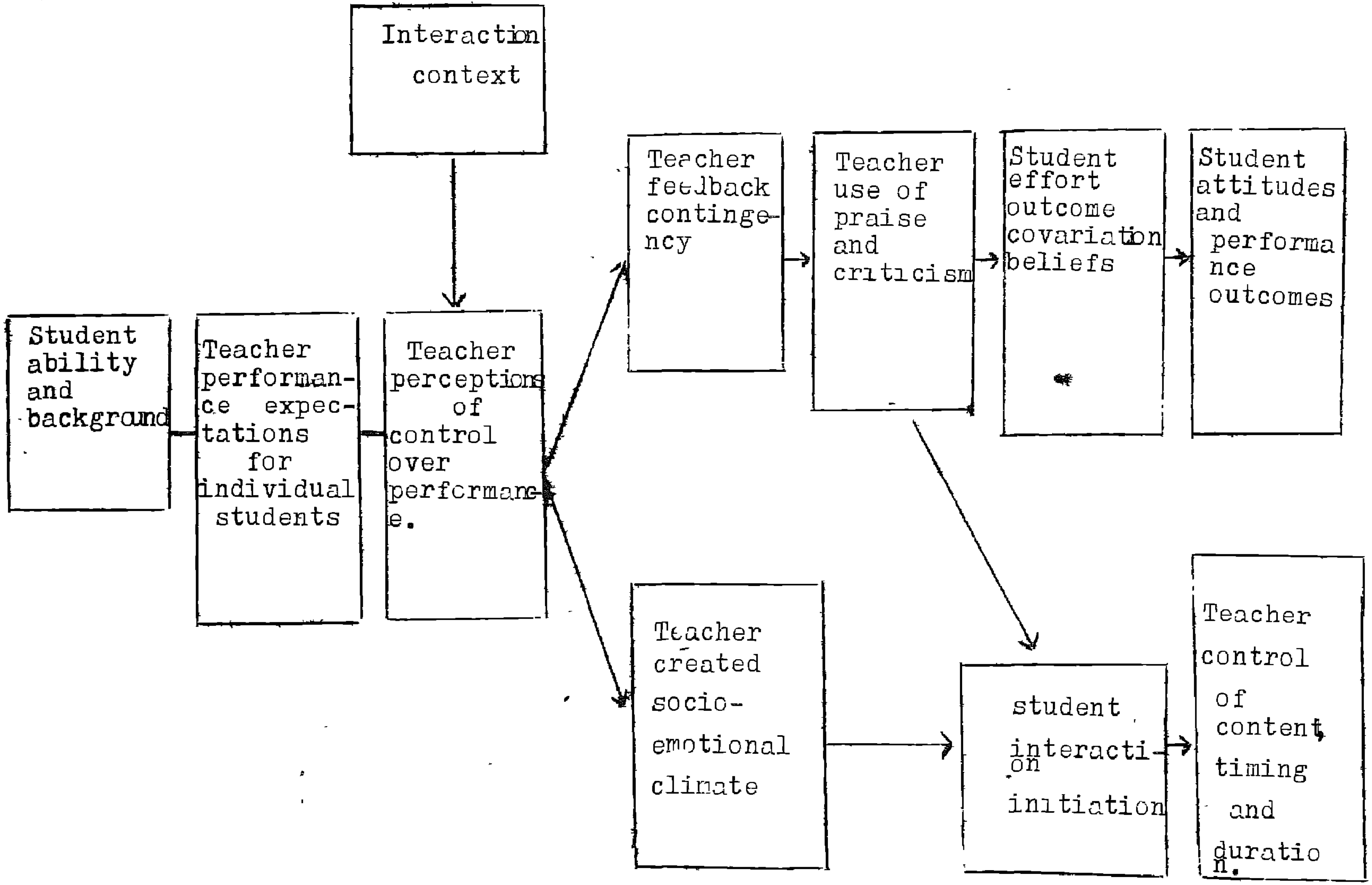

Interaction context
Student ability and background
Teacher performance expectations for individual students
Teacher perceptions of control over performance.
Teacher feedback contingency
Teacher use of praise and criticism
Student effort outcome covariation beliefs
Student attitudes and performance outcomes
Teacher created socio-emotional climate
student interaction initiation
Teacher control of content, timing and duration.

Figure: V

A model for Expectation Communication and Behaviour Influence.
(after, Cooper, 1979, p.396)

-Expectations and context characteristics influence teacher perception of control over student performance:It has been pointed out that "not only do teachers form differential perception of students,they also may cognitively distinguish between classroom interaction context"(p.396-397).It has been hypothesised that teacher's control varies along three dimensions,viz.content,timing and duration. similarly,context distinctions has been offered in terms of the interaction initiation and the setting.The author concludes that"the greatest teacher control is felt over self-initiatid-private interaction and the least over student-initiated-public interaction.Teacher-public and student-private interactions should fall between these extremes" (p.397).Emphasis has also been given to students' performance expectations in relation to control implications.Cooper(1979) stated that "high expectations imply more control over content because there are more potential topics and perspectives for the teacher to choose from.Duration control also increases as expectations do"(p.397).

-Teachers' perceptions of personal control influences classroom climate and choice of feedback contingencies: The model proposes that "A teacher can influence the content, timing and duration of low student exchanges(then)by using feedback and climate to inhibit low control interactions and to facilitate high control interactions"(p.399).This strategy has been hypothesised to involve the principles of simple reinforcement.

—Feedback and climate influence the rate of student interaction initiation:The model hypothesises that the "frequency of praise and criticism,and the emotional climate produced by teachers in class are causally linked to student interaction initiation"(p.400).

-Feedback contingency influence student perception of effort-outcome covariation:According to Cooper(1979)"one characteristic which distinguishes students who are high in achievement motivation is the highs' belief that effort produces academic outcomes"(p.401).The proposition that could be derived from Cooper's model specifies that feedback contingencies adopted by the teachers influence this belief in effort-outcome covariation.

-Effort - outcome covariation beliefs influence student performance:When the students believe that their performance on a particular task is determined by the effort put in the task,their performance becomes a function of their belief.

The model presented by Cooper(9179) describes comprehensively the classroom interaction context in which expectancies operate. Specific hypotheses have been presented by the author.

8.0.SYNTHESISING THE MODELS OF TEACHER EXPECTATION CYCLE:

In the preceeding sections,we have described some important models presented by different investigators from time to time.A review of these models provides an insight into the nature of expectancy phenomena.In the present section a synthesis of these models is attempted so

as to outline a comprehensive expectancy model.

It seems that each of the models has identified three clearly demarkated stages in the expectancy cycle. These stages could be compared with the presage-process-product paradigm of teachimg behaviours.It could be stated that the expectancy cycle,being intrinsically related with the phenomenon of teacher-pupil interaction in classroom, involves these stages.The presage aspect is related with the formation of teachers' expectations,the process aspect is related with the communication of expectations in the classroom,while the product aspect refers to the student outcome in the expectancy cycle.These three aspects are discussed in the following subsections:

8.1.PRESAGE FACTORS IN TEACHER EXPECTANCY CYCLE :

Broadly,three categories of presage factors could be hypothesised as impinging upon the formation of teacher expectations.These factors are teachers' characteristics,the characteristics of the student,and the expectations of peers,parents and other members of society.Student characteristics,which could be assumed as influencing the process of expectancy formation,are the sex,intelligence,ethnic backgroundphysical characteristics and achievement of the student concerned.In addition,the socio-economic status andthe knowledge available to the teacher through cumulative records may also be assumed to influence the formation of expectations.It is likely that these student characteristics interact with the teacher characteristics to shape their expectations about the student.

Similarly, a number of presage factors related with the teacher could be identified as interacting with the process of expectancy formation. Broadly, four categories could be stated which may have such an influence. The personality make-up of the teacher is very much likely to influence his perception of various student characteristics. The social background characteristics of the teacher, like his own sex or caste, may also color his expectations in either favourable or unfavourable manner. The academic experience of the teacher and his succeptibility to biasing information are other important factors in this respect.

Expectations of parents, peers and other members of society become significant in the formation of teacher expectations through their influence on the self expectations of the student. Parents' and peers' expectations may influence pupil's self-expectation, which inturn determines the extent to which the student reinforces the expectancies of the teacher. The presage factors and their hypothesised interrelationships are represented in Figure-VI.

8.2. PROCESS FACTORS IN EXPECTANCY CYCLE:

Once the teacher has formed his expectations about some specific student of the classroom, he may be logically assumed to communicate these expectations either in a direct manner or in an indirect manner. These expectations are communicated to the students in an interaction context, which may be either a group situation or an individual situation. Cooper (1979) has stated that the interaction context also entails with it an element of

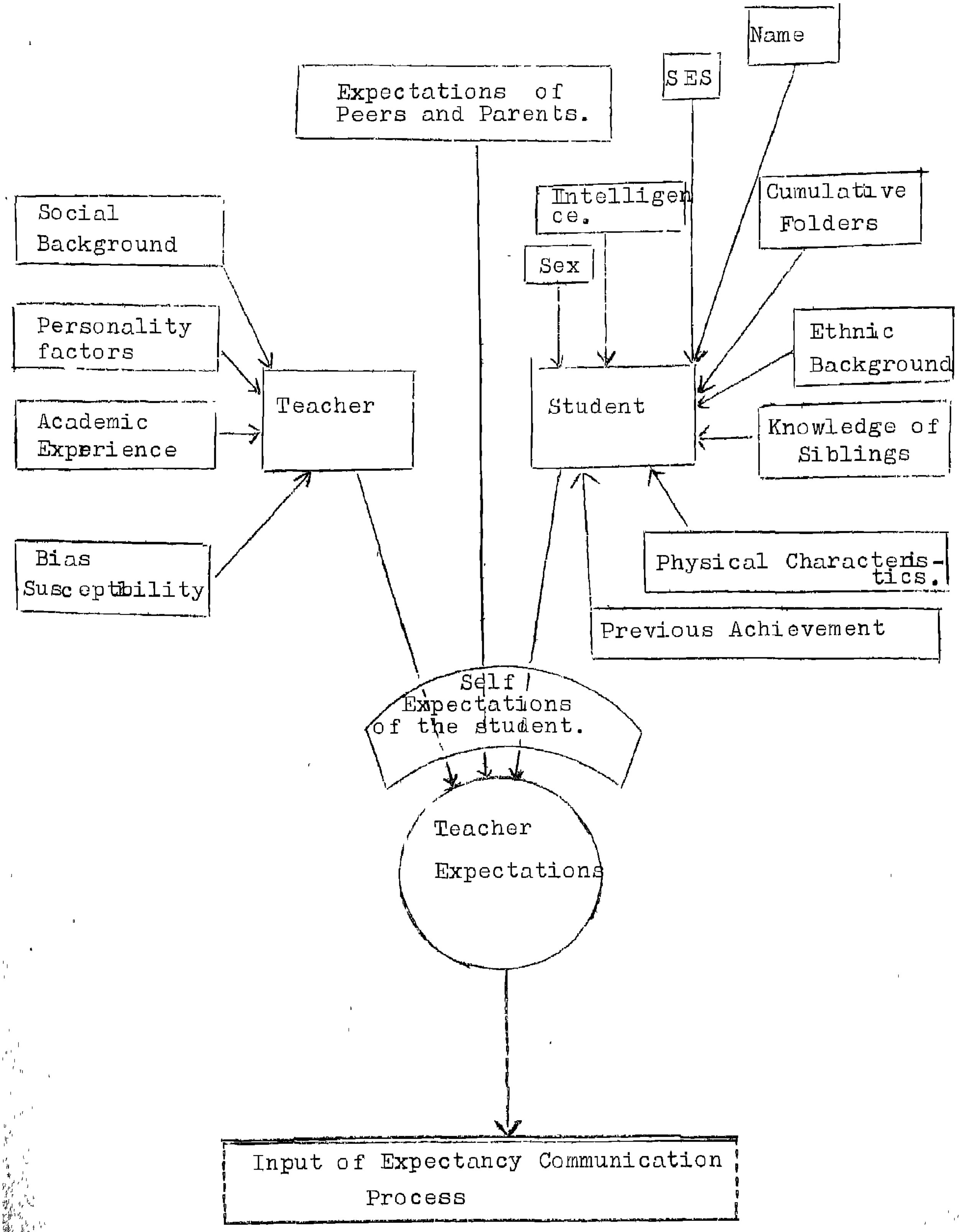


Figure-VI

PRESAGE FACTORS IN TEACHER EXPECTANCY CYCLE

teacher's control of the interaction in relation to its content, timing and duration. The specific strategy adopted by teacher in the classroom in relation to his ecexpectations may be envisaged as either being inhibitive for low expectation students or facilitative for high expectation students. These interaction patterns and the socio-emotional climate of the classroom plays a significant role in the communication of teacher expectancies. Various teaching behaviours may also be identified as complementary to these interaction patterns. It could be assumed that the questioning, prompting and reinforcing behaviours of the teachers vary in relation to their expectations. The number of questions asked from a high expectancy student, the duration for waiting for a response and the frequency of prompting behaviour displayed by the teacher are very much likely to differ from that of a low expectation student. It can also be stated that the sheer frequency of contacts with the pupils also acts as an expectancy cue in the interactive situation of classroom. These and various other expectancy cues are perceived by students, and this perception sets in them a process of expectancy assimilation. The various process factors in expectancy cycle are shown in Figure-VII.

8.3. PRODUCT FACTORS IN EXPECTANCY CYCLE:

The expectancy cues perceived by the students are interpreted in the light of their own self-expectations. This internalisation of expectations creates in them a state of dissonance (Festinger, 1957), which is settled through exerting a desired level of effort, initiation and adjustment. These adjustive factors result in improved cognitive or

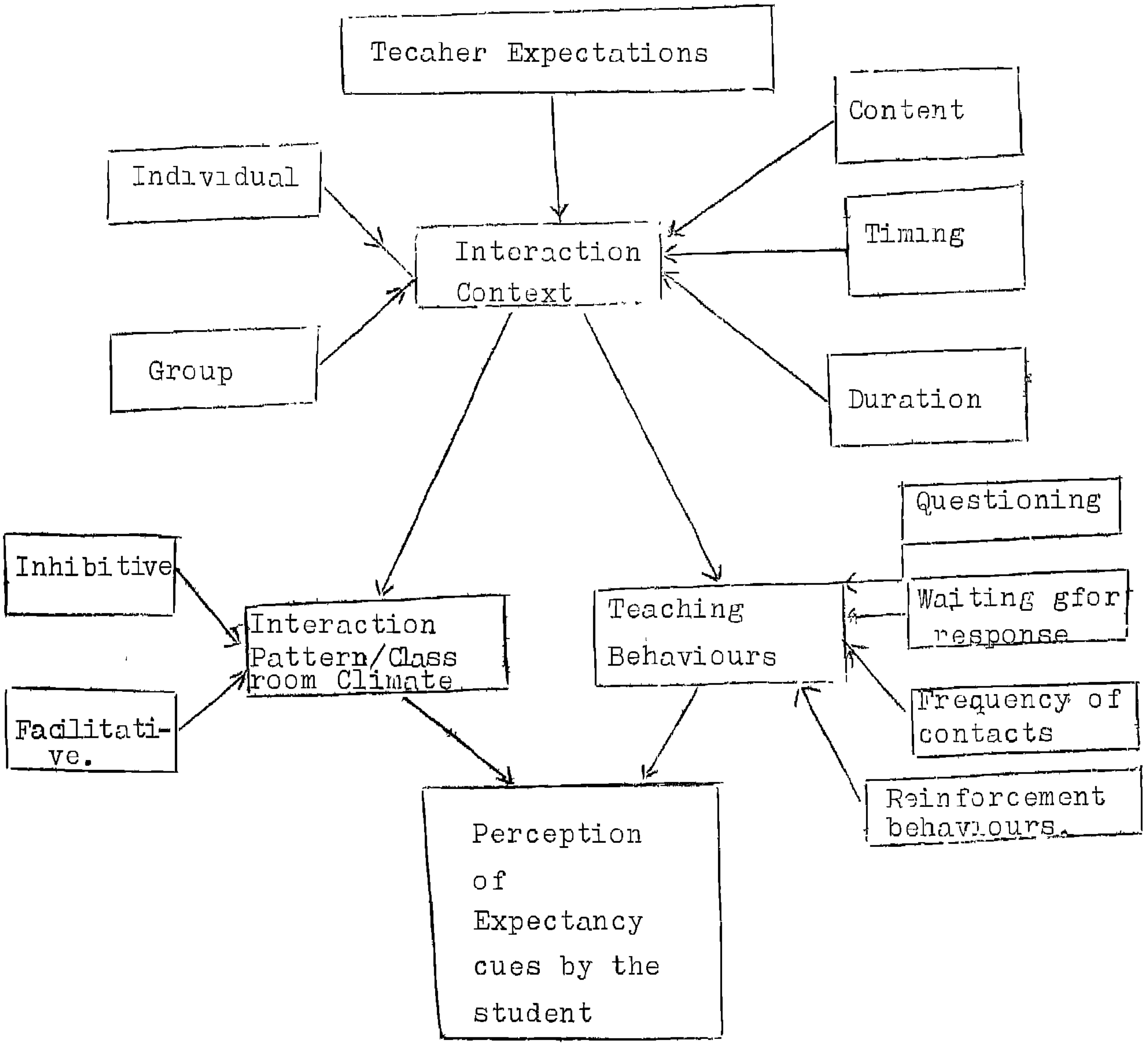


Figure-VII

PROCESS FACTORS IN EXPECTANCY CYCLE

affective outcomes in the case of high expectancy students. Figure-VII presents the product factors of the expectancy cycle.

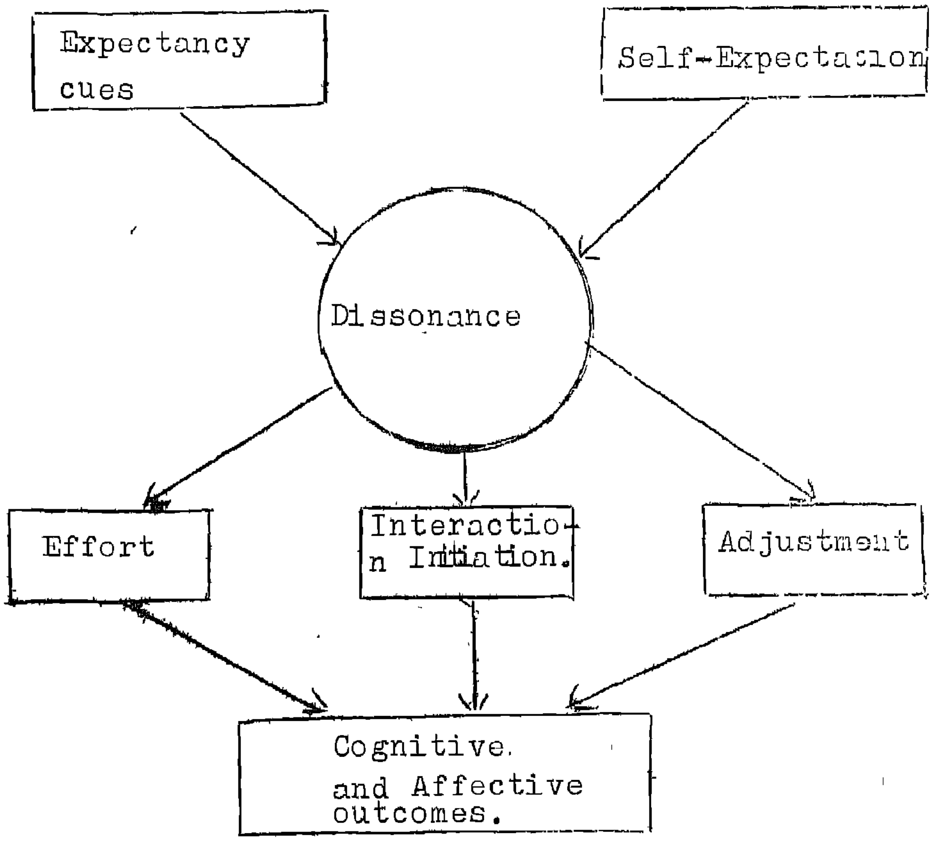


Figure-VIII

PRODUCT FACTORS IN EXPECTANCY CYCLE

It should be noted that student outcomes inturn become an input factor in the presage paradigm presented earlier, and the cycle perpetuates over a given period of time. In this connection, West and Anderson's(1976) model becomes important, in which it has been emphasised that expectancy studies should take this perpetual nature of expectancy cycle into consideration while interpreting their data in a cause-effect sequence.

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CHAPTER-III

REVIEW OF RELATED STUDIES

1.0. OUTLINE: In the preceeding chapter some models for teacher expectancy effects and process have been presented. Basically, the teacher can be visualised as forming his expectations on the basis of available information about students, communicating these expectations through direct or indirect behaviour and creating in the student a set for expectancy effects. The researches undertaken by different investigators primarily concentrate in one of the above three stages of expectancy cycle. The present review summarises the main findings and methodological aspects of these studies. The presentation is categorised in accordance to the above mentioned three stages of expectancy cycle and within each section studies have been clustered into sub-sections on the basis of the variables studied and their nature. The studies were collected from various educational as well as psychological journals, encyclopedias and abstracts. In some of the cases methodological aspects of the studies could not be made available. Secondary sources were, therefore, used for the collection of findings of such studies. In the following sections, different studies undertaken on various aspects of teacher expectations are described.

2.0. FORMATION OF TEACHER EXPECTATIONS:

Visualising the interactive classroom situation in the begining of an academic session brings forth some significant aspects. The students who have been admitted to the class are new to the teacher. The teacher seems to know

very little about them. This is particularly true when the class under consideration is either the lowest grade in a particular school or the teacher has been recently transferred to the school. It is also possible that some of the students sitting in the class on the first day of the academic session have come from other schools of the same or different city. The point is that very little interaction has occurred between the teacher and the students before they have met in this classroom. On further analysis, it becomes evident that some information about the student was available to the teacher through the application form and enclosed marksheets at the time of admission in the school. Does this information or the information available to the teacher through literally 'seeing' the students makes the background of expectation formation? Studies have been carried out in ample numbers to explore this question. Primarily, certain student characteristics have been held as being the basis of expectancy formation. These factors include the sex of the pupil, his caste or race, the socio-economic class to which he or she belongs, the physical attractiveness with which he or she moves into the classroom, the achievement and intelligence information associated with his/her application form and the grading of the student done by the teachers of the previous years. In addition, some general characteristics of the students have also been explored. Studies have also

explored that whether the student characteristics are the only determinant of expectations or some of the teacher-characteristics also come into play in the process of expectancy formation. In the following sub-sections each of these aspects are taken up one by one.

2.1. SEX OF THE PUPIL:

It has been repeatedly said that the species of of Homo. Sapiens is devided into two unequal groups on the basis of sex. As such, the society ascribes different functions to the two and some times tends to superordinate one on the cost of other. This cultural bias seems to percolate down to the classrooms, where teachers form different expectations towards them. Meyer and Thompson (1956) studied reports of sixth graders about the teacher-pupil interaction. The pupils tended to express that, in general, teachers show greater approval for girls than boys. More or less similar findings have been reported by Davidson and Lang (1960). An interesting study on this aspect was carriedout by Palardy (1969). The investigator collected reading achievement data from first grades and devided the total sample in to two groups on the basis that whether their teachers believe in a sex difference in reading potential or not. The findings revealed that male and female pupils which were taught by teachers not believing in sex difference were equal on reading achievement, while the boys of the second group were significantly lower than the girls of the same group. The study pointed out that teacher

expectations based on the sex are forceful enough to create an achievement differential.

Formation of teacher expectancy on the basis of sex has also been explored by Doyle,et al(1972).The teachers included in this study were asked to estimate the IQs of first graders taught by them.It was found that a tendency to overestimate female pupils on this account exists in the classrooms.More or less similar findings were reported by Adams and LaVoie(1974),who reported that boys were rated low on attitudes and work habits in comparison to girls by their teachers.Dalton(1974) has also found that sex was an important variable in the first to gixth grade classrooms.Similarly, Kehle(1974),who studied the teacher ratings of personality characteristics and performance of fictitious students, attributed significant differences to be due to the sex variable.In contrast,Murphy(1974) reported that British elementary school teachers didnot form their expectations on the basis pupils' sex.

Goebes and Shore(1975)have described the perceptions of 72 teachers.Female teachers included in this study tended to view their female pupils to be significantly more closer to their perceptions of'ideal students'.Rosemond(1976) studied 95 students and their teachers of a kindergarten school.The tools employed were Pupil Record Of School Experience(PROSE) and Pupil Behaviour Inventory.It was found that teacher behaviour towards the pupil did not vary with

respect to the sex of the child.

Gershman(1977)attempted to study the mother-teacher congruence on their expectations towards the child. The sample studied was first borne-first graders andtheir mothers and teachers. The study revealed that while children' sex didnot influence the academic expectations of the mother, teachers had higher expectations for female pupils than the males. A first grade sample of 177 children and their 15 teachers was studied by Wuhl(1977).James(1977)studied the academic expectations of the teachers of kindergarten and first grade. The findings obtained by these two studies seem to contradict each other. Wuhl(1977)stated that female teachers give more attention to the male pupils, thus, presumely expressing positive expectations towards them, while James (1977) reported no significant difference in teacher expectations vis-a-vis the sex of the child.

In contrast to Wuhl(1977),Adams(1978) reported that black and white female preschool teachers rate their male pupils less favourably on academic potential, athletic skills, social behaviour and classroom conduct. Chopp(1978) studied 95 elementary school teachers and found that male pupils received more attention from their teachers and were stimulated more than the female pupils. Further, it was stated that the traits and behaviour of male and female children agreed closely with the social stereotype of masculanity and femininety. Doershuk(1978)studied 121 mothers and first born

children(N=121),studying in kindergarten schools,and their teachers.Analysis of data obtained on Classroom Behaviour Inventory revealed that female children received higher consideration scores,while the male children received high hostility scores.When the teachers were explicitly asked about their treatment and attitudes towards their pupils, Anderson(1979) found that they donot admit to any differential behaviour.The study conducted by Murphy,et al(1981) included twenty undergraduates,who rated the photographs of high school students with equal achievement.It was found that the ratings were influenced by the sex of students-the females received higher rating scores.

Sex as a variable in classroom situations seems to influence the expectations towards the pupils. It seems that teachers attribute different functions,roles and effeciency status to the two groups of pupils and tend to behave in a way closely following their perceptions.Inspite of the contrary evidence made available by various investigators,it seems that docility,mannerism and sex role expectations interact in a significant way in the process of expectancy formation.It also becomes obvious that some of the teacher related characteristics like his own sex or caste/ race also determines the extent of positive or negative expectation formation towards a particular sex.

2.2.RACE AND CASTE:

In each and every society there is a stratification of population on the basis of one or more characteristics.When these bases of stratification are determined by the birth history of an individual,the strata are termed as the caste or race of an individual.These etiological factors tend to influence the process of role attribution in the society.Lower castes or races,considered to be inferior in relation to the others,are viewed as performing lower roles in the society and certain behavioural patterns are attributed to them.This attributional process takes different forms in different societies.It is very much likely that the attributional process going on in the larger society will be reflected in educational situations.It is more likely in view of the fact that the teacher is also a member of the society and the role of communicating socio-cultural patterns to the younger generations is ascribed to him.Besides this,the pupil is also one of the carrier agents of the society,bringing into the classrooms various social influences.This interaction of societal factors in classrooms is bound to have an influence on the expectancy of the teachers.

Brown(1968) found that white teachers, teaching in the classrooms where both white and black students were studying,were perceived by the black students to have low expectations for them.Similiary,Jacobs and DeGraff(1973) have also revealed that ratings of children'

performance were affected by their history. Rubovits and Maehr(1973)have also reported findings similar to that of Brown(1968).The study carried out by Tyo and Kranz(1973) focussed its attention on migrant and non-migrant students. It was found that teachers had low expectations for migrant students.Similarly,Kehle(1974) has shown that race of the child interferes with the ratings of personality characteristics and essay/performance. In contrast,the study carriedout by Murphy(1974) pointed out that in elementary schools of Britain,race of the child is not a significant determinant of teachers' expectancy.More or less similar results were obtained by Cooper,et al(1975),which revealed that middle class black students were seen as successful academically as their white counterparts.

The interaction of race and caste in the process of expectancy formation was also reported by Gay (1975).Harvey and Slatin(1975) studied 96 elementary school teachers of four schools,situated in a lower and middle class society.It was found that in the specific context of the schools studied,white children were more often expected to be successful than black children.Rotter(1975)explored the problem of teacher expectancy formation in a little more detail,and reported that in the absence of knowledge about pupils' previous performance,IQ,etc.,their race alone does not influence teachers' expectations.Gershman(1977) who has also reported the presence of a sex-wise

differentiation in expectations,has shown that race of the pupil is not important in expectancy formation.Teacher's own race or caste was also found to be important in determining his expectations for the pupils belonging to different races or castes.Sayavedra(1977) studied 20 physical science classrooms in which there were ten Maxican-American and ten Anglo-American teachers.It was revealed that pupils studying in the classes of Anglo-American teachers and Maxican-American teachers differ significantly in relation to the frequency of teacher contacts.The Maxican-American pupils received fewer contacts from both types of the teachers. A tendency was found to exist among the teachers to favor the pupils of their own race.Similarly,Adams(1978) and Petrilla(1978)have also reported that race is a significant factor in determining teacher expectancy.

Stephan and Langlois(1980) asked 131 university students to rate the photographs of children studying in second grade on physical attractiveness.Black university students rated the photographs of black children as less attractive,while ratings given to these photographs by Maxican-American and Anglo-American students were relatively higher.The photographs of Anglo-American children were rated significantly more attractive by black university students. Although this study was not specifically intended to explore the expectancy formation process,it certainly points out that the ratings and presumably the expectations are a

function of the rater's as well as ratee's race. The influence of race or caste in expectancy formation also seems to be related with the personality characteristics of the teacher. Babad, et al (1982) assessed the bias succeptibility of teachers of physical education and asked them to nominate students of high and low potential for physical education. It was found that teachers with a high degree of succeptibility to stereotypically biasing information were more influenced by the ethenic origin of pupils. This influence was evident in the ratings assigned by them.

Marwit (1982) studied the interaction of race and attractiveness. The study revealed that a significant race by attractiveness interaction exists in the classrooms. It was also revealed that black students were more severely treated for their misbehaviours than their attractive or unattractive white counterparts. It seems that race or caste of the pupils and teacher play a significant role in classroom situatuon, and teachers tend to base their expectations on it.

2.3. SOCIO-ECONOMIC STATUS:

Related with the variable of caste or race is the socio-economic status of students. The socio-economic strata of a society are the classes bases on social and economic status of the individual or his family. Similar to the caste, socio-economic status determines to a large extent the various roles and behaviour patterns of an

individual.It differs from the caste in the sense that its membership is not based on birth and a flexibility of upward or downward mobility is always present in it.The teacher,with his middle income group profession and social status,occupies a middle stratum of social hierarchy.The middle socio-economic status of the teacher entails with it certain socio-psychological consequences.He teaches to the students in a class where some students belong to a socio-economic group which is lower than that of himself,while there are other students which belong to a higher SES group.His behaviour and experience towards the academic potentiality of these students may have an intricate relationship with the process of expectancy formation in him.

Hussen and Sevennson(1960) compared the likelihood of upward movement in the tracking system. It was found that students from lower class donot move up into the higher tracks as frequently as students from high social class families.This was more true when the achievement scores of the previous year were considered.It can be hypothesised that factors related with expectation formation in relation to the social class come into play in such a tracking system,which influence teachers' recommendations for upward placement of lower class students.A more or less similar situation was revealed by a three year follow-up study of British students(Douglas,1964).The study reported

that a significant proportion of high socio-economic status students were misplaced in the upper tracks and a high proportion of low socio-economic status students were misplaced in lower tracks. This misplacement referred to a incongruence between the academic potential and the track placement of the students. This points out that the tracking system is influenced by the expectations of teachers or vice-versa.

Barker(1970)asked teachers to rate various student characteristics in their classrooms. It was found that 65 percent of the teachers' ratings were accurate. However, when the inaccurate ratings were analysed in relation to the socio-economic status of the children, it was found that low SES children were generally underrated, while the children of high SES were generally overrated. This finding is in aggreement with the results obtained by earlier investigations. Nonetheless, contrary evidence has also been presented(Murphy,1974)in similar sample.

Cooper, et al(1975)and Harvey and Slatin(1975) have also presented evidence to show that SES of the students is related with teachers' expectations. The studies reported that expectations were positively and significantly related to the perceived SES of children (Harvey and Slatin,1975), and that the middle class students are expected to obtain higher grades than their lower class counterparts(Cooper, et al, 1975).

Two studies have reported negative findings. Rotter(1975)revealed that the effect of student's SES on teacher's expectations occur in the situations when the knowledge of previous performance is not available to the teacher.Rosemond(1976) found that teachers do not behave in a manner varying with the SES of kindergarten children.The influence of socio-economic status on teacher expectations,however,seems to be a general finding. High and middle socio-econimic status groups are expected to perform better than their low SES counterparts(Gershman, 1977;James,1977).The finding is well established in different settings and samples.The predictive value of teacher ratings or expectations in relation to student's SES is significant(Petrilla,1978),and teachers are highly succeptible to a socio-economic bias(Babad,et al;1982).

2.4.PHYSICAL ATTRACTIVENESS:

It has been referred that the teacher comes into the classroom on the first day of academic session with a fragmentary knowledge about the pupils.His first direct contact begins with his interaction with the children in classroom.Physically attractive child,with his neat and tidy dressings,is very much likely to attract his attention on the very first day of the year.A sense of regularity, interest and discipline may become associated with the physical tidyness of the pupil.Similarly,a stereotyped conception of mannerism may be associated with the physical

attractiveness of the children.Does this characteristic of the child attracts teacher's attention or not,and does it creates a differential in teacher's expectations of pupils has been the focus of a number of studies;and the general finding seems to support the proposition.

Dion(1972),employing college students as raters,has found that attractive children are perceived as less likely to be antisocial than unattractive children.Similarly, Clifford and Walster(1973)have revealed that teachers perceive attractive children to be higher in IQ and educational potential.In contrast to these findings,the study carried out by Adams and LaVoie(1974) pointed out that physical attractiveness donot influences expectancy formation among teachers.

Adams and Cohen(1974)analysed the influence of physical attractiveness of child on teacher-student interaction in the classroom.The study suggested that, in general,facial attractiveness is not a significant variable in determining the patterns of classroom interaction.However, it was pointed out that children rated below average on attractiveness received neutral or negative attention from the teacher.Kehle(1974)found that teachers' ratings of personality characteristics of the child are influenced by the attractiveness variable in association with the sex, race and intelligence.Ronald(1977)studied 99 teachers,86 counsellors and 18 individuals with both of these responsibilities.The ratings of photographs revealed that child's

facial attractiveness is not a significant factor in the formation of teachers' and counsellors' expectations.Adams (1978)found that unattractive children taught by preschool teachers were perceived as relatively unfavourably.The study conducted by Murphy,et al(1981)employed highschool pictures of 24 boys and 17 girls.These photographs were given to 20 graduate students for evaluation on academic achievement and sociability.It was found that the ratings were significantly affected by the attractiveness of the photographs.

Martinek(1981)employed two physical education instructors and their classes.These instructors rated their students on physical performance,social relations,co-operative behaviour and ability to reason.The study revealed that attractive students were expected to do better in physical performance and to be more socially integrative with peers. They also received more acceptance of their ideas from their teachers.Similar findings have been reported by Babad, et al(1982)and Marwit(1982).It was found that teachers behave differently towards attractive and unattractive children,and this differential classroom behaviour influences the ratings of students.The general trend of findings seems to support the positive influence of pupil's facial attractiveness on teachers' ratings and expectations.

2.5.ACHIEVEMENT:

The achievement scores of students are significant as an index of their academic potential.These scores

may function both as a cause or an effect in the teacher expectation cycle.It has been a problem for researchers to analyse the exact cause and effect relationship between achievement and expectations.It is possible that teachers form their expectations on the basis of pupils' achievement in the previous years.On the other hand,it is equally possible that expectations about the student's performance influence the achievement scores of the pupil. Research activity attempting to answer this question is drastically needed.

Inspite of the lack of much needed research on a cause-effect paradigm,a number of studies have attempted to correlate the achievement and expectation scores in classrooms settings.Good,et al(1973)studied the classroom interaction patterns of 16 junior high school classes.Brophy-Good Dyadic Codding system(1970) was employed to analyse the interaction occuring between the teacher and pupils of different achievement levels.It was found that the interaction pattern of teacher with high and low achieving college students differed significantly.High achieving boys were found to receive the most favourable teacher treatment,while the low achieving students received poorest contact patterns.The study suggests that differential treatment of students by the teachers is indicative of their different expectations for them.

Brandt and Hayden(1974) also attempted to find out the relationship between achievement and teacher expectancy.

The sample studied was male and female college students. These college students taught simulated students. It was found that the classroom performance of simulated students was the most important factor in determining teachers' attitude and behaviour towards them. Howevar, when labels like over and under achievers were associated with the students, the attitudes were also influenced. It points out that knowledge of the peevious achievement of students may influence teachers' expectations.

It has been pointed out that merely correlating expectancy scores with achievement scores does not provide any insight into the causal relationship which operates in such situations. Nonetheless, the covariation of the two variables certainly suggests that achievement and expectancy have something common which explains their interdependency. The studies attempting to correlate pupils' achievement with teacher ratings suggest that expectancy bias operates through the teacher himself. For example, the study carried out by Dalton(1974) has shown that achievement and teacher ratings are significantly correlated. It suggests that teachers give higher achievement scores to the students for whoem they have high expectancy. This proposition also seems to be more true in the light of the findings obtained by Given(1972), who reported that expectancy for academic achievement and achievement in arithmetic were correlated.

In contrast to the findings discussed above, James(1977) and Marx(1978) have shown that achievement and

F-15277
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expectancy are not related. James(1977) involved 95 black kindergarten and first grade pupils and their female teachers. The data were collected through Kindergarten and first grade achievement tests, Pupil Behaviour Inventory and Self Observation Scale. It was found that there was no significant relationship between congruent teacher-pupil expectations and the actual achievement of the pupils. Similarly, Marx(1978), working with 12 teachers teaching in third grade, found that teacher expectations are not always accurate in predicting pupil performance and a wide individual difference in accuracy was present.

2.6. INTELLIGENCE:

Knowledge about the intellectual potential of the child seems to be a strong determinant of expectancy. However, the direction of research initiated by Rosenthal and Jacobson(1968) mainly considered intelligence as a dependent variable in the expectancy paradigm, and knowledge about intelligence scores was used for the experimental manipulation of teacher's expectations. Naturalistic observation of intelligence, functioning as a basis for expectation formation seeme to be an area explored to a lesser extent. Some of the studies, however point out that in naturalistic settings, intelligence is a potent source of expectancy formation. Cooper and Lowe(1977), for example, have shown that students with high IQs are assigned greater potential in academic field.

In Indian settings, it is to be pointed out that measurement and evaluation facilities available in the primary, high school and intermediate levels are rather scanty.

Knowledge of IQ scores does not seem to be an important factor in such a situation. However, as hss been repeatedly emphasised, necessary testing facilities should be made available and teachers should be made aware of the need to know their pupils' IQs. In this respect, it could be suggested that an assessment of the influence of knowledge about pupils' IQs on teachers' expectations could be taken up more realistically in our classrooms.

2.7.LABELLING,CATEGORISATION AND TRACKING:

Categorisation of children into specific groups, either on the basis of measured or presumed characteristics, may have its influence on expectations. Similarly, tracking the students into high or low ability tracks may entail with it certain expectational consequences. A number of studies have focussed their attention on this aspect.

Douglas(1964) studied students who have been assigned to the various tracks at the age of eight. A follow up of these students for three years revealed that their placement into the tracks was unrelated with their measured ability. Further, an improvement was noted in the students placed into higher tracks. The study points out that if expectations have real consequences on ability or achievement, the tracking system influences teachers' expectations. Similarly, Schrank(1968) found that when students of air-force training cours were labelled into ability groups, the instructors changed their expectations about them. Macler (1969) reported that tracking procedure influences the attitudes and expectations of teachers, students and parents.

The lower tracks were found to be indusive of low expectations.The study carried out by Tuckman and Bierman(1971)) has obtained more or less similar results.The sample of this study was consisted of 805 black junior and senior high school students and their teachers.The experimental manipulation consisted of enhancement of the track placement in naturalistic settings.It was found that students who were uplifted from a lower track to a higher track were recommended to be retained in the same track by their teachers.It means that students who were earlier judged to be suitable for lower track-placement,were later on judged to be suitable for higher track placement.Obviously,expectations about such students changed with a precedent change in their track-placement.

Change in teacher expectations is, however, not a simple function of labelling,categorisation or tracking. sometimes,teachers have been shown to be resistant to change their expectations.For example,veldman(1973) shifted mentally retarded and learning disabled students from their special classes to a normal class.It was assumed that this shifting will bring a significant change in teachers' behaviour towards these students.However,it was found that the teachers made less cognitive demands on them and had relatively low expectations toward them. Similar implications could be xdrawn from the study carried out by Yoshida (1974). This study revealed that the label of 'educable mentally retarded' did not elicit lower expectations than the 'regular class label'These two studies tend to suggest that some

some intervening variables,e.g.classroom performance of the students, determine the level of teachers' expectations.In this context the finding obtained by Schrank(1970) is relevant,which pointed out that the potentiality of a label or track in changing teacher's expectations is determined by the degree of teacher's reliance on the validity of such a label or track.

The studies of cronbleth(1974);and Foster and Keech(1977) provided further evidence in support of the influence of tracking or labelling on expectancy formation. Cornbleth(1974) reported that students labelled as slow learners received fewer opportunities to learn in clasrooms. Similarly,Foster and Keech(1977) found that labelling children as educable mentally retarded,developed negative expectancies in the teacher towards them.

2.8.TEACHERS' CHARACTERISTICS:

While the formation of expectations is a process based on some of the student characteristics,the teacher who infact forms these expectations is also significant.Primarily, it is his perception of the student's quality that induces him to expect better or poorer performance.It is obvious that these perceptions are very much likely to be influenced by the personal characteristics of the teacher himself.Teacher characteristics like his sex,age,teaching experiance and his personality make-up become important in this respect. Some studies have attempted to explore this domain.

Christie(1970) found that teachers who have higher control needs in the classroom,are more prone to

transmitting their expectations.Brandt and Hayden(1974) attempted to analyse the influence of teacher's sex on his or her expectations.It was found that high and low achievers are rated differently by male and female teachers.The female teachers tended to favour successful over achievers more than the unsuccessful under achievers.On the other hand,male teachers were found to be favouring both successful over and under achievers.Similar findings has been reported by Goebes and Shore(1975)),which revealed that female teachers viewed girls to be more closer to their concepts of 'ideal students'.

Sayavedra(1977) studied Maxican-American and Anglo-American physical science teachers.The study revealed that teachers have a caste/race bias in their interaction with the students.The study carried out by Marx(1978) found that teacher's aptitude does not influence the accuracy of his judgement in estimating students' achievement and attitude.On the other hand,ratings of the teacher has been found to be significantly associated with teacher's experiance (Petrilla,1978).

Sex of the teacher also seems to influence the bases of expectancy formation.Elementary school teachers have been shown to be forming their expectations on the basis of perceived student efforts.However,male and female teachers form their expectations in different ways-female teachers expect greater success for low effert students than the male teachers(Bar-Tal and Saxe,1979).Babad and Inbar(1981) studied bias proneness among teachers in relation to their personality ideology and classroom behaviour.The two groups of teachers

who were either bias or bias resistant,were not found to differ significantly with regard to dogmatism,educational ideology and behaviour with individual children.However,a tendency of authoritarianism in classroom behaviour was present among bias-prone teachers.

The studies reviewed under this sub-section point towards an important variable in expectancy research. Expectation formation is not only a function of student characteristics,but there exists a range of individual difference variables,which determine the quality and strength of teachers' expectations.

2.9.STUDENT'S GENERAL CHARACTERISTICS:

In addition to the various characteristics described in earlier sub-sections,a number of studies have explored some student characteristics which could not be clustered into them.These studies are taken up in present subsection.

Given(1974) studied five teachers and their perceptions of students' adjustment.The study revealed that teachers' perceptions of students' adjustment are significantly correlated with their expectations of academic achievement ent.McCroskey and Daly(1976) studied teachers' expectations of performance in school subjects and the likelihood of students' success in future education.It was found that teachers tend to form negative expectations of the children who are communication apprehensive.

An interesting study was carried out by Nelson (1977).He collected the names of students who were either

very high or very low in their achievement. These names were given to 45 students and 30 teachers; and they were asked to place the names in either high or low expectation groups. Itwas foudd that names of the students belonging to high academic achievement group were placed significantly more often in the high expectation category than the names of low achievement students. The study tended to suggest that both teachers and students hold certain stereotypes in relation to the names and these stereotypes are associated with the academic achievement.

Bar-Tal and Saxe(1979) considered perceived ability, effort and good luck in relation to teacher ratings. It was found that students presented as having high ability, exerting high effort and having good luck were expected to achieve better grades than students with opposite descriptions.

2.10. CONSISTENCY AND CHANGE IN TEACHERS EXPECTATIONS:

Studies have shown that teachers form expectations on the basis of pupil characteristics. These characteristics, as well as the performance of the students and the teacher's perceptions, contineously interact with each other, so that a change process seems to operate in the expectancy phenomenon. Dworkin(1975), Terry(1977) and Dworkin(1979) have shown that infact teacher behaviour can be changed in experimental situation through some intervention programme. The study conducted by Dalton(1974) revealed that teachers' expectations for first to sixth graders were similar to the expectations held by the teachers of previous years.

Further,within an academic session,it was found that teachers change their expectations to a little degree.Availability of opportunity for inter-year interaction with the students was found to be an important variable in determining the between-year consistency in pupil's ratings.Murphy(1974) has similarly revealed that teachers constantly modify their expectations in relation to the performance of students.

Martinek(1980a) asked six elementary school teachers to rate their pupils on their physical performance, social relations and co-operative behaviour,and ability to reason.The students were rated once again after a gap of two months.It was found that teacher ratings were stable on all the variables.

These studies tend to point out that there exists an element of both consistency and change in teachers' expectations.However,further evidence on this aspect is needed.

3.0.COMMUNICATION OF EXPECTANCY:

In the very begining of present review,it has been visualised that how a teacher moves into the classroom without knowing anything or very little about the students. The teacher initiates the interaction,presumably asking the names of students and other related information.Teaching starts;and students are involved in the development of the lesson through asking questions or the through asking for examples.Each day,this communicative process goes on and on. However,if we closely examine the developing communication pattern within a class for a whole academic year,it becomes evident that each day the teacher modifies his behaviour in

the classroom.He tends to rely on some students for intellectual work,while to others he assigns different duties.In this process his interactive pattern in the classroom vary. While this change in interactive pattern in the classroom can not be logically presumed to be random,it is still not known with adequate certainty that on what basis teachers differentiate among their students,and how these differing expectancies are communicated to the students.The review of researches presented in section-2.0 attempted to summarise the explorations on the first aspect,while the communicative aspect is dealt under present section.

The work of DeGroat(1949) tend to suggest that expectancies are communicated through teachers' classroom behaviour.The study showed that high achievers received significantly more teacher approval.Similarly,third grade teachers have also been shown to be conflictive and dominative in their contacts with low achievers(Hoehn,1959). Flowers(1966) studied seventh grades of two junior high schools.It was found that positive suggestion was provided by the teachers to students who were designated as high achievers.Teachers working with the high achieving group were also shown to be satisfied with their students and their classroom interactions.Anderson and Rosenthal(1968) studied expectancy communication among counselors and mentally retarded boys in an experimental situation.It was found that counselors paid less attention to the students designated as late bloomers.Obviously,expectancy effects on student outcomes were found to be absent in the post-test.

Beez(1968) has also studied expectancy communication in an experimental situation.It was found that teachers who had high expectations for their students,attempted to teach more to their students than the teachers who had low expectations for their students.Specifically,high expectation teachers attempted to teach an average of 10.4 words in comparison to 5.7 words taught by low expectation teachers.This suggests that expectancy influences teacher behaviour towards the students.However,Claiborn(1969) has not found an evidence showing this change in teacher behaviour. Replication of Beez(1968) study was undertaken by Carter (1969).The sample included female majors teaching in Kindergarten schools.The findings revealed that high expectancy tutors attempted to teach 10 of the total words to 73% of the brighter students,but to only 53% of the duller students.

Support to the findings of DeGroat(1949) and Hoehn(1954) was provided by Dalton(1969) and Meichenbaum, et al(1969).Dalton(1969) reported that teachers behaved in a direct and critical manner with the lows,while indirectly with the highs.Meichenbaum,et al(1969) reported positive interaction among the teachers and the late bloomers. Expectancy effects on teachers' behaviour have also been studied by Brophy and Good(1970).High expectancy students of first grade were demanded by their teachers to show better performance and were subjected to more teacher praise.

Brown(1970)studied ten teacher trainees and their first grade pupils.Fake psychological reports were provided to manipulate teacher expectations.The study revealed that

expectancy influnces the effort to teach on the part of the teacher. This finding was in congruence with the findings of Beez(1968) and Carter(1969).Davis and Levine(1970) have noted a difference in the frequency of teacher's contact with high and low expectancy students.The high expectancy students were called by their teachers on an average of 11.9 times,while their classmates were called on an averagge of 7.3 times.Similar difference in the frequency of teacher contacts with high and low expectancy students has been reported by Good(1970) and Kranj,et al(1970).Willis(1970) has also reported a higher verbal contact frequency between the teacher and high expectancy students.

Hersh(1971) studied the effect of expectancy on the test taking behaviour of 28 graduate students,who administered the Stanford-Binnet Scale to the children.Expectancy manipulation was found to have no influence on behaviours like smiling,encouraging or leaning towards the child. Negative findings have,however,been reported by Jose and Cody(1960),who studied interaction process through Bale's (1960) system in 18 first and second grade classrooms.

Medinnus and Unruh(1971) and Mendoja(1971) have also studied the influence of expectancy on classroom interaction.It was found that teachers directed more praise and less criticism to the students designated as having high ability.However,Rothbart(1971) reported an insignificant difference in the amount of teacher praise and criticism towards the two expectancy groups.Further,the study pointed out that students' contribution to the interactive class-

room situation is a more significant variable that attracted teachers' attention.

Page(1971),on the other hand,attempted to test the hypothesis that teacher behaviours which entail expectancy will produce better student outcomes.The subjects included in the study were 25 male undergraduates,who attempted to condition their female classfellows.Verbal feedback and expectancy treatment consisted the experimental variations. It was revealed that smiling frquently and spending more time with the subject tended to produce higher conditioning scores.The study clearly pointed out that expectancy is communicated through verbal and/non-verbal behaviour of the teacher or tester.

Expectancy effects were also studied in the setting of microteaching by Rubovits and Maehr(1971).The study involved volunteer teachers of sixth and seventh grades.Students were designated as either to be gifted or nongifted.The teacher-student interaction analysis revealed that teachers initiated more contacts with gifted children. They tended to request more statements from them and also praised them more frequently.It indicated that expectancy effects are not only operative in the normal clasroom situations,but specific teacher-training settings like that of microteaching also involve this phenomenon.Yarrow,et al (1971) have also found a tendency on the part of the teachers to initiate a follow-up contact with students who had been responsive and rewarding in their last contact.

Chaikin, et al(1972,1973) asked undergraduates to teach a short unit to a 12 year old boy. The teaching sessions were video-taped by the experimenters, and the boy was described as a high ability child to some teachers and as dull to the others. Analysis of teaching behaviour revealed that smiling, nodding and looking into the eyes of the student were more frequent among teachers of high expectancy treatment group. This encouraging behavior on the part of the teacher, with its intrinsic praise value, has also been shown to increase student initiation in the form of hand raising (Entwisle and Webster, 1972).

Good and Brophy(1972) analysed dyadic interaction patterns in classrooms. The observations were carried out with the help of Brophy-Good observation system. Contrasting patterns in the ways of interaction were noted. It was found that teachers give more verbal contact to the students towards whom they feel attachment, concern and love.

Further support to the findings of Good(1970) and Kranz, et al(1970) was provided by Kester and Letchworth (1972). The study involved 23 teachers and 150 average ability students of seventh grade. Some of the students were experimentally described as 'specially bright' to the teachers. The study revealed that teachers spend more time with the experimental subjects, talked with them more often and supported them in their classroom behaviour. Good and Brophy(1973) have also found similar patterns and stated that teacher's expectancies determine to a great extent their prompting behaviour. A certain degree of impatience towards low expec-

tation students was noted among the teachers. The classroom interaction behaviour of social studies teachers have also been shown to be influenced by the expectancies of teacher (Jetter, 1973). Similarly, Kranz and Tyo(1973) revealed that positive appraisal, negative appraisal and managerial behaviours of teachers are influenced by their expectations about students' achievement.

Spector(1973) manipulated the expectations of college students, who were the experimenters measuring students' performance on a projective task. The experimental induction of expectations was carried out through telling the experimenters that some students will tell adult-oriented stories, while others will tell child oriented stories in response to the experimental stimulus. Feedback to expectancy-congruent responses was given. It was found that induced expectations influenced experimenters' behaviour and their response reinforcement strategy.

Cronbleth, et al(1974) have also found a significant influence of teacher expectations on the classroom behaviour of high school teachers. Positive support, more frequent verbal contact and more teacher time was found to be available to the high achievers. Similar findings were obtained by Given(1974), who revealed that teachers exhibited significantly more direct and indirect verbal interaction with the students for whom they had high expectations. Rowe (1974) studied the expectancy effects on teaching behaviours of social science teachers. Teachers were found to wait for a longer duration to receive a response of their

question from high expectancy students. Further, teachers also tended to/criticise low expectation students more frequntly. Similar findings have been obtained by Sutherland (1974) and Rosemond(1976).

Freedman(1977) analysed expectancy effects on the speech formality of teacher. Low expectations have been found to be associated with more formal speech utterences, while informal speech was associated with high expectations. This study clearly showed that teachers' expectations about the educational ability of their students, not only operate in relation to the content-communication dimension of classroom interaction, but the affective dimension is also influenced.

Teachers' perception of student characteristics has also been shown to be effective in influencing teachers' classroom behaviour. Hummel-Rosi and Merrifield(1977) studied a sample of 209 eight grade male and female students. Student characteristics like tough-mindedness and assertiveness were considered in relation to the teachers' behaviour. It was found that directive, domineering techniques were used by the teachers with tough-minded students, while clear intellectual challenges were presented before self-assured, bright students. Formation of expectations on the basis of student characteristics and varying behaviour of teachers in relations to these characteristics indicate the presence of expectancy phenomenon in the classroom, and shows that expectations are behaviourally communicated to students by their teachers.

Sayavedra(1977) and Wuhl(1977) have also found a significant influence of expectations on teachers' classroom behaviour.Specific patterns of behaviour were found to be associated with the expectancies held by them.Terry (1977) designed a study to explore that whether teachers are responsive or not towards an experimental intervention programme,designed to elicit an equalitarian classroom behaviour.It was found that intensive experimental intervention affects teachers' classroom behaviour in terms of the overall frequency of interaction and the spread of interactive behaviour in the classrooms.Similarity of behaviour across the expectancy groups was noted after the programme.

Dumke(1978) found that an intensive arousal of teachers' expectations influence teachers' classroom interaction patterns.High expectation students often received more attention and help from the teacher.

Expectations about students' achievement are most probably communicated through classroom behaviour.In addition,teacher ratings of student performance and behaviour seem to be another potent source of communicating teacher expectancies.Luce and Hoge(1978) studied 104 children of third and fourth grades and their teachers.Significant relationship was obtained between teachers' ratings of the students and their behaviour towards them.Students also change their classroom interaction behaviour in relation to the teacher's expectations.Shu(1979) has found that in fourth and sixth grades,students tended to display more interaction with the teachers when they are expected to

perform better. Good, et al(1980) and Babad and Inbar(1981, 1982) have also reported that teachers communicate their expectancies through their behaviour in the classroom. The general pattern seems to be that high expectation students are treated positively by their teachers, while low expectation students are either neglected or treated negatively.

4.0. TEACHER EXPECTANCY AND OUTCOME VARIABLES:

Interest in teacher expectancy phenomenon have originated through the findings obtained in relation to certain product or outcome variables. These initial attempts predicted that teacher's expectancies are forceful enough to bring in a significant change in students' performance. A number of product variables have been studied since then; and findings have been reported to show the operation of expectancy phenomenon in both experimental and natural settings. Primarily, eight product variables have been analysed. These variables include the IQ, achievement, teacher rating, self-concept, socio-metric status, teachers' attitude, students' attitude and students' behaviour in the classroom. In the following sub-sections each of these variables is dealt with one by one.

4.1. INTELLIGENCE(IQ):

In the year 1966, Flowers designed an experiment to explore the effect of expectancy on students' IQ. Seventh grades of two junior high schools, serving a lower class population, were included in the study. One of the two classes in each school was arbitrarily designated as a high ability

class.The findings revealed that IQ gains were present in only one school.The study pointed out that variations within school and among schools are significant in relation to the expectancy phenomenon.Larrabe and Kleinsasser(1967) studied expectancy effects on the performance of 12,sixth grade children.The experimental task was performance on Wechsler Intelligence Scale,administered by two set of examiners,who were either told that the child is above or below average in IQ.It was found that high expectancy treatment resulted in positive assessment of children' IQs.

Rosenthal and Jacobson(1967,1968),in their famous 'Oak School Experiment',identified 'Late Bloomers' in one to sixth grades.These late bloomers were randomly selected students(about 20%).Teachers were told that through the various procedures adopted by experimenters, it was found that these late bloomers will gain in their general ability.For the school as a whole,children of experimental group did not show a significant gain in verbal IQ than the children of control group. However, comparisons within certain grades supported the expectancy hypothesis.In contrast to this finding,Anderson and Rosenthal(1968) revealed that expectancy does not influence IQ scores in a significant way in the settings of counselling programme.

Conn,at al(1968) designed a partial replication of Oak School Experiment.Elementary school students,belonging to upper and upper-middle class, were included in the study.The expectancy induction was given at the begining

of second semester and the experimental design consisted a post test -follow up testing programme.It was found that small but non-significant gains were associated with the experimental group in first testing stage.Further,this initial advantage of expetimental group dissipated in the follow-up testing stage;and some of the control students outperformed experimental subjects.The study pointed out that emotionality in the voice of teacher and its perception by students is a significant intervening variable in the expectancy phenomenon.

Evans and Rosenthal(1969) studied expectancy effects among the students of two elementary schools,serving primarily to a middle class society.The induction treatment was similar to that of Rosenthal and Jacobson(1968).The study found no expectancy gain among male and female late-bloomers on total and verbal IQ scores.However,male late-bloomers were found to gain more than controls on reasoning IQ.It was pointed out that sex of the student interplays in some significant ways in the expectancy effects.

Fielder,et al(1971) studied 36 classrooms of three schools.In a quasi-replication of Rosenthal and Jacobson's study(1968),with a little modification in the experimental duration,it was found that expectancy effects do not exist among late bloomers either as a group or within grade level,sex or minority sub-groups.Similar results were obtained by Fleming and Anttonen(1971) in a study of 900 second grade students.The experimenters divided each classroom into four groups in a random manner. IQ scores

of the first group in each classroom were inflated by 16 points,while actual IQ scores of the second group were reported to their teachers.Scores on a test of primary mental abilities were assessed for the third group and reported to the teachers accurately.The fourth group was a control group for which no information was provided.Post-experimental testing was carried out at two stages with a gap of one month.No expectancy advantage in IQ scores was obtained for the experimental groups.It was pointed out that teachers' beliefs about the reliability of test information influence the expectancy formation;and in most of the cases studied,teachers did not accept the induction provided to them.

Goldsmith and Fry(1971) studied expectancy effects among 224 high school students.The students were randomly assigned to experimental and control groups of equal size.Experimental duration was extended over five months; and the induction was repeated during this period for about three to five times.General ability of the students was tested and no expectancy effects were found.However,post-experimental interviews of the teachers revealed that only half of the teachers acquired the expectations.This is in congruence with Fleming and Anttonen(1971);and emphasises the role of teachers' acceptance of the induction provided to them.

Hersh(1971) studied expectancy phenomenon in the settings of test administration and measurement.Twenty-eight graduate students were asked to administer Stanford Binnet Scale to 56 Head start children,who were described either as high or low in intellectual,social and academic abilities. Significant expectany effect on IQ scores were obtained;and

the testers who/expected higher scores,infact obtained expectancy congruent performance.

Jose and Cody(1971)studied 18 first and second grade classrooms,in which late bloomers were identified in the begining of spring semester.The study failed to find any expectancy effects on IQ scores.Here also, post experimental interviews of the teachers revealed that probably absence of expectancy effects was due to the ineffeciency of induction in changing their expectations.It was found that 11 of the 18 teachers did not change their expectations regarding the late bloomers.Insignificant expectancy effects were also noted by Kester and Letchworth(1972),who studied 23 teachers and 150 average ability,seventh grade students.'Specially Bright' students were identified in a random manner.The induction was given in the begining of the year.No expectancy advantage for 'specially bright' students was obtained after two months.

Pellegrini and Hicks(1972) studied expectancy effects in the classrooms of voluntary college tutors,working with low income elementary school students.The students were divided randomly into high expectancy treatment (Group-I), average expectancy treatment group(Group-II) and low expectancy treatment (group-III) groups.A fourth group of teachers was also given a high expectancy treatment,but,in addition, they were also familiarised with the tests used and were told that the students will be retested after some period.The tests involved were -Peabody Vocabulary Test and the Similarities sub-test of Wechsler Intelligence Scale.The experimental

teaching proceeded for two hours per week for seventeen weeks. It was found that group-I was higher (though the difference was insignificant) on intelligence than group-II and group-III. Scores of group-IV were significantly higher than the scores of all the other three groups on Peabody Picture Vocabulary Test, while they were moderately higher than other groups on Similarities sub-test. The findings were interpreted by the investigators in the light of cognitive functioning required by the two intelligence tests. It was stated that, while on the one hand, associative learning required by one of the intelligence tests is more teacheable, the abstract perception of similarities required by the second test is relatively difficult and could not be taught directly. The significant expectancy effects on one of the tests were related to these two cognitive functions.

Sorotzkin, et al (1974) found an insignificant difference in the IQ scores of second grade students about whom manipulated information was supplied to their teachers. On the other hand, Sutherland (1974), studying 109 first and second graders of an average socio-economic area, found significant relationship between negative teacher expectations and lower IQ gains. Similar findings have also been reported by Sutherland and Coldschmid (1974).

Dumke (1978) divided 84 pupils into three groups; (a) experimental group of above average IQ students, (b) hawthorn group, and (c) control group. The teachers were subjected to an intensive arousal of expectancy regarding the

intellectual ability of these school beginners.The experiment extended over nine months,after which a post-test was carried out. There was a significant expectancy advantage for experimental group than the Hawthorn and control groups.The study revealed that expectancies are reflected in the IQ gains of school beginners.

The studies reviewed in present sub-section tend to suggest that expectancy effects on intelligence of children are mediated by certain intervening variables;and in cases where these variables were measured or controlled,expectancy was found to be significantly operative.

4.2.ACHIEVEMENT:

A good number of studies have explored the effects of teacher expectations on student achievement.In this connection,the first attempt seems to be that of Pitt(1956),who studied 165 fifth graders whoes IQ scores were 94 and above. The students were divided into three groups and IQ scores of the first group were inflated by 10 points,while 10 points were substracted from the IQ scores of the second group.IQ scores of the third group were reported accurately to the teachers.Achievement and school grades were taken at the end of the school year.The study revealed a failure of expectancy hypothesis in relation to achievement and school grades.

Cahen(1966) asked 256 teacher-trainees to grade fictitious students about whom IQ and reading grade placement information was given to them.It was found that higher grades were given to the allegedly brighter students.Flowers(1966)

on the other hand, employed a different methodology and selected 2 seventh grade classrooms of two junior high schools, serving a lower class population. One of the two classes in each school was arbitrarily designated to be a high ability class. The study found and evidence of expectancy advantage in reading and arithemetic scores in the high ability class of only one of the two schools, It seems probable that some of the factors related with the school played a significant role in the process of expectancy effects.

Beez(1968) studied expectancy phenomenon among graduate students in education, tutoring children in a head-start programme. The teachers were assigned to experimental and control groups in a random manner. However, half of the teachers of experimental group were told that they were dealing with high ability class, while the other half were told that they were dealing with a low ability class. Single sessions on a word-object association task consisted the experimental activity. The product measure revealed an expectancy advantage for the children taught by teachers with high expectancy treatment.

The study of Burnham(1968) explored expectancy effects in swimming instruction. The sample studied was boys and girls attending a summer camp(age 7 to14 years) for the disadvantaged. The experimental induction of expectancies was carried out through telling the instructors that some of the children have high potential for swimming. The control group was provided with no such information. Standard Red Cross Beginners Swimming Test was administered at the end of expe-

rimental sessions.It was found that children designated as having a high potential for swimming,improved significantly more than the control group.The study revealed that expectancy phenomenon is operative in psy-motor skill instruction also.

Burstall(1968) adopted a different approach to assess the influence of teacher expectancy on students' achievement.Three hundred and eight British students whoes scores on listening comprehension in French were significantly above the means of the streams in which they were studying were selected from 1,711 low ability students studying French. Openion of the head-teachers on the teacheability of French to low ability children was then cross-tabulated with the frequency of high listening comprehension students.It was found that a high percentage of selected students,who were demonstrating better achievement in French,were also studying in the schools where the head-teacher had a positive openion on the teacheability of French to low ability students. Findings obtained in these naturalistic settings were also supported by the experiment of Rosenthal and Jacobson(1968), in which late bloomers out-performed their classmates in reading achievement.However,replication of this study by Claiborn(1969) did not show an evidence of expectancy effects onachievement.

Carter(1969) attempted a partial replication of the study carried out by Beez(1968).The experimental subjects were female education majors tutoring kindergarten children.Beez's(1968) findings were reconfirmed through

showing that experimental teachers taught more words to their children. Meichenbaum, et al (1969) have also found an expectancy advantage in achievement scores of 'late bloomer' girls.

Palardy (1969) identified teachers having differential expectations for students belonging to the two sex groups. Five teachers included in the sample believed that there is a difference in reading potential of male and female children, while the other five teachers did not believe in such a difference. The teachers were matched on sex, race, teaching expereance, type of school and the text-book used for the teaching of reading. IQ scores of the students were used as covariate. The findings revealed that reading achievement do not vary among male and female children taught by teachers who do not believe in a sex difference in reading potential. On the contrary, a significant difference was obtained among the two groups when the teachers believed in a sex difference in reading potential. The female children were found to achieve better in such situations.

Anderson (1970) tested the effect of induction on the achievement; and found no expectancy effect. Heapy and Seiss (1970) studied the influence of telling the teachers some information about the students, on students essay gradings. It was found that non-creative essays said to be written by aggressive boys were given lower grades than the non-creative essays said to be written by non-aggressive boys. Though the findings of Henrickson (1970) also point to a similar expectancy effect, it has been criticised due to heavy

attrition imbalences(West and Anderson,1976).

Johnson(1970) studied expectancy effects on performance in a marble dropping task.The induction provided was that brighter subjects will perform better on the task.Significant expectation effects were noted.Similarly,King(1970) has obtained expectation effects on standardised achievement tests.The study involved expectancy treatment in five job training situations.These jobs were press machiene operation, welding,nursing,automechanics and electronic assembly. The supervisors were told that certain trainees seem to have special potential for success.Positive results in all the situations showed the effectiveness of expectancy treatment in bringing in an improvement in the performance.

The paradigm of Beez(1968) and Carter(1969)was also adopted by Panda and Guskin(1970),to explore the expectancy effects on student outcome.However,in contrast to these studies,it was found that expectation of better performance did not result in teaching more words to the children.Negative findings in relation to expectancy effect on achievement were also noted by Goldsmith andFry(1971),and Jose and Cody (1971).The major cause of expectancy failure in both of these studies seems to be the reluctance on the part of the teachers to change their expectations in view of the information provided to them by the experimenters.Page(1971),working with undergraduate students in the settings of conditioning experiments,have,however,shown a significant influence of expectancy on the subjects.

Seaver(1971,1973) studied the influence of naturalistically developed expectations on achievement.It was hypothesised that younger siblings of good achievers will be expected to perform better by the same teacher,and these expectations will result in a better performance on the part of younger siblings.Conversly,it was hypothesised that younger siblings of poor achievers will be expected to perform similarly by the same teacher and,hence,their achievement will be better under the care of a different teacher,The study identified 79 pairs of siblings in two elementary schools. These pairs of siblings were divided into two groups on the basis of whether they were taught by the same teacher or a different teacher.Older siblings were also categorised as either being high or low achievers on the basis of their achievemet. The findings revealed that when siblings were taught by different teachers,no expectation effects were present. However,when the same teacher,who had taught the older sibling, also taught the younger one,expectations were developed. The younger siblings of high achievers obtained higher scores when taught by the same teacher.Further,it was found that the younger siblings of poor achievers perform better when they were not assigned to the teacher who taught their older counterparts.The study provided significant evidence to the existence of expectancy phenomenon,and revealed that expectancies may be transferred from one individual to another individualre related in one or other way.

The study conducted by Doyle,et al(1972) explored a different aspect of expectancy phenomenon.In this stidy ,

first grade teachers were asked to state the perceived IQ scores of their students just before a routine IQ teat.Reading achievement scores of these students were also noted at the end of school year.It was found that the perceived IQ scores were related to students' reading achievement scores.This showed that teachers' perception of the intellectual potential of their students positevely influences the reading achievement scores of the students.Further,it was found that students overestimated by their teachers achieved better in reading than their actual IQ would predict;and similarly,the students underestimated by their teachers achieved significantly less than the prediction made on the basis of their actual IQ scores.This shows that expectations are a powerful source in influencing students' achievement.

Expectation and achievement linkage was also tested bythe studies of Kester and Letchworth(1972);and Long and Henderson(1972).Both of these studies failed to find any expectancy advantage in relation to achievement.More or less similar findings were obtained by Opdyke and Williams(1972).The study involved three female student-teachers and 30 male and female mentally retarded children.The experimental activity included 16 learning trials on a persuit roter apparatus. One of the three teachers was given a positive expectancy treatment,while the second teacher received a negative expectancy treatment. The third teacher was a control subject.Achievement on the performance task was analysed and no main effects for expectancy were found.However,sex was found to be an important variable,which facilitated achievement among boys and delibitated among the girls.

Dusek(1972) has also analysed expectancy effects on performance in a marble dropping task. The sample included nine and ten year old children, who were either high or low on test anxiety. The two groups of female experimenters were given expectancy treatment in a way that the first group expected better performance among boys, while the second group expected better performance among girls. Analysis of post-test scores revealed no expectancy effects among boys in group one. However, it was shown that girls with a low level of test-anxiety, were positively influenced by teacher expectations in the second group. Dusek and O'connell(1973) and O'connel, et al(1974) have also shown that manipulation of teacher-bias showed no significant effect on pupil achievement, while teacher rankings were significantly related with it.

Moore, et al(1973a &1973b) communicated expectancy in a direct way to the students. A feedback into expectancy interaction was obtained in relation to student achievement on reading comprehension. The study conducted by Spector(1973) on college students, with two expectancy groups and three feedback strategies, however, failed to find any such expectancy effects on achievement in a projective task. Similar negative results have also been reported by Mason(1973), who worked with 79 future teachers. These teachers were asked to score the test responses of a kindergarten child, about which favourable, neutral or unfavourable psychological reports were supplied to them. Similar findings have also been reported by Mason and Larimore(1974) and Wilkins and Glock (1973).

Mahmoudi and Snibbe(1974) studied teacher expectations and student achievement in a sample of 107 fifth graders and their five teachers.The study concluded that achievement scores are influenced by affective expectations under some specific situations.

Negative results in relation to the effects of teacher expectations on student achievement have also been reported by Murphy(1974),Sorotzkin,et al(1974) and Towle(1974). Murphy(1974) reported that academic performance is more correlated with IQs of the students than with the teachers' expectations. Sorotzkin, et al(1974) found no significant difference in the achievement of second grade children,which could be attributed to the fact that teachers expected different achievement from them.The study carried out by Towle(1974) involved 92 students and their teachers,who were divided into three expectancy treatment groups.

Dash(1975) studied 20 secondary school students and gave them a test of general english.The answer sheets of these students were evaluated by 30 teachers under three different conditions-expectancy,suggestion and control. Abscence of suggestion bias and positive effects of expectancy were revealed by the study.Similarly,McDonald and Elias(1976) found that high expectation students perform better than low expectation students.

Panda and Guskin(1976) studied 72 female tutors having internal or external locus of control.These teachers were assigned to positive and negative expectancy conditions;

and the achievement on a word-recognition task of 72 kindergarten children was assessed.The study failed to find either a main effect of expectancy or an interaction between expectancy and locus of control.The experimental sessions were repeated,and interestingly,it was noted that teachers with negative expectancy taught more words to their students than the teachers with positive expectancies.

West and Anderson(1976) and Humphreys and Stubbs (1977) have,on the other hand,shown that it is not the expectations which bring in an improvement in students' performance,rather,it is the performance of the students on which expectations are based.Six thousand high school students were studied by Humphreys and Stubbs(1977) during their first, second and fourth high school years.A cross-legged panel analysis of the data revealed that preponderant direction of causation between grades and educational expectancies is from grades to expectations,rather than the reverse.Crano and Mellon(1978) have studied 4,300 British school beginners in a longitudinal way for four years.It was reported that "the preponderant cause in the achievement-expectancy relation was that of teachers' expectancy causing children achievement to an extent appreciably exceeding that to which children performance impinged on teachers' attitude formation.

Rosemond(1976) and James(1977) have reported that teachers' expectations do not function as self-fulfilling prophecies in the classroom.James(1977)studied 95 pupils

(black kindergarten and first grade) and their female teachers; while Rosemond(1976)studied 95 pupils from 14 kindergarten schools. The study of James(1977) revealed that congruent teacher-pupil expectations and pupil achievement are not related significantly. Further, no significant relationship was found between teachers' expectations and pupil achievement in the groups of black students-white teachers and black students-black teachers. Similarly, Gregg(1978) has not found a relationship between teachers' preference ranks and pipil's perceived position with the underachievement in classrooms. In contrast, Luce and Hoge(1978) reported a significant relationship between teacher ranking and pupil achievement among third and fourth graders. However, the study pointed out that teacher behaviour is significantly more powerful determinant of pupil achievement than the ranks given by the teachers. The significance of teacher behaviour in determining pupil achievement was also pointed out by the study of Puhan and Patra(1978). This study involved 160 high school students, who were divided into 4 treatment groups on the basis of minimum teacher interaction to maximum teacher interaction. It was found that students in the maximum interaction group were encouraged by their teachers and had the highest achievement scores.

Warlick(1978) studied 204 students of second grade who were designated as slow learners. The teachers(n=10) ranked these pupils at the begining of school year on expected pupil performance. Three treatment groups were formed on the basis of these expectations. It was found that end-of-the-school year achievement of the high expectation group was

significantly higher than the middle and low expectation groups. Similarly, Dozier(1979) has also reported that teacher expectations are a significant predictor of achievement in mathematics. More or less similar findings were reported by Shu(1979) and Feldman(1980) for different variables and in different samples.

4.3. TEACHER RATINGS:

In the preceeding two sub-sections, review of those studies was attempted which assessed the effect of teacher expectations on intelligence and achievement of students. It could be pointed out that these product variables are more related with the cognitive domain of intellectual functioning than the affective domain. Some of the product variables of expectancy phenomenon could also be envisaged which are related with the affective side of human behaviour. When these variables are taken into consideration, the first question arises as whether the expectations held by a teacher at all influence his own ratings of students' characteristics. Studies undertaken on this aspect are specifically dealt in this sub-section.

Meichenbaum, at al(1969) identified six late-bloomers to teachers and asked them to rate the appropriateness of late bloomers' classroom behaviour. It was revealed that bloomers have an expectancy advantage in their classroom behaviour ratings. Similarly, King(1970) and Hersh(1971) have shown that teachers' ratings are influenced by their expectations. Rothbart, et al(1971) showed that teachers considered allegedly brighter students to be more intelligent, to

have greater potential for school success and to have less need for teacher approval. A similar affect of expectancy was revealed by Tuckman and Bierman(1971) on teacher ratings when they found that 64% of the students placed arbitrarily in.higher tracks were recommended for retention.The general trend of findings in most of the studies(Jacobs and DeGraaf, 1973;Mason,1973;Mason and Larimore,1974;Ouimet,1978) points out that teachers' expectancy directly effects their ratings of students' characteristics.

4.4.SELF CONCEPT:

It is very much likely to presume that when teachers have different expectations towards their students and communicate these expectations through their behaviour in the classroom, students perceive these expectations and form a concept of themselves in the light of their perceptions.In this connection,it can be pointed out that the teacher constitutes a 'significant other' in the psycho-social environment of the child,and it is his reaction towards the child which may have a powerful influence on the pupil.Thus,when a teacher views the child in a more favourable manner,the child is very much likely to form a better concept of himself.Contrary to this,when expectations are unfavourable,the child may develop unwanted feelings about himself.It is this affective cycle of expectancy,which has been explored by some of the studies in a direct or indirect manner.

Pitt(1956) reported that students whoes IQ scores were reported to their teachers after deducting 10 points from their actual IQs,felt school work as more difficult and less enjoy-

-able and that the teachers were hard in grading them.This points out that students change their self-perceptions in relation to the expectations of their teacher.A more or less similar finding was reported by Videbeck(1960),who found that students who were given a positive appraisal,felt themselves to be more efficient in reading.Credibility of the source of appraisal has also been shown to influence the self-image (Bergin,1962);and it has also been shown that self-esteem increases as the appraisal of the communicator becomes more personalistic(Gergen,1965).Similarly,Terry(1977) has also shown that teachers' expectancy influence students' level of aspiration and,whem high expectations are held by the teacher, students are encouraged for further study.

Shulman(1977) studied the effects of mainstreaming among 33 exceptional and 63 non-exceptional children.It was found that this mainstreaming had no effect on teachers' expectations and students' self concept.It is not clear as to what might have happened,if the teachers' expectations have changed.

It seems that teacher expectations function as an important variable in the formation of students' self-concept.Nonetheless,more evidence is needed to bringforth the exact relationship between the two variables.

4.5.SOCIO-METRIC STATUS:

If it can be hypothesised that teachers' positive expectations are a powerful source in improving pupils' intelligence and performance in the classroom,it can also be deducted that this improvement will be accompanied by an

improvement in the socio-metric status of students. This hypothesis seems to be more true in view of the studies carried out on the correlates of socio-metric status. Generally, it is the intelligent, high achiever, socially effecient student who occupies the position of 'star' within a classroom. Expectations held by the teacher are, therefore, a significant factor in determining the socio-metric status of the pupil. Indeed, these observations are supported by Hawkes(1968), who found a positive relationship between co-choosers in terms of how they were perceived by their teachers. The study revealed that elementary school children, who were perceived by their teachers as academically good, tended to choose and being choosen by others whom the teachers saw similarly. Conversely, it was also found that negatively perceived students give their choices among themselves.

Jacobs and Richard(1970) studied the effect of teacher expectations on pupils' socio-metric status in 14 elementary school classrooms. Some students in each classroom were designated as having the tendency to become socio-metric stars during the school year. The post-test involved a socio-metric analysis within each classroom and it was found that teachers' expectations do not affect the popularity of students. However, the study pointed out that teachers were able to perceive the popularity structure in their classrooms in an accurate manner.

In contrast to the findings of Jacobs and Richard(1970), King(1970) has reported positive expectation effects on peer ratings. Similarly, Shu(1979) has revealled that

high expectancy students were also high in peer status. Though the findings are not conclusive, it seems that expectations and socio-metric status are intrinsically related with each other. This seems to be more true in the light of Hughes(1977), who revealed that teachers with rigid expectations regarding students' achievement tend to segregate children within their classes on the basis of ability; and in such classes only a small percentage of children were choosen as desired work-mates. It could be emphasised here that experimental studies based on the design of Jacobs and Richard(1970) should be taken up in a little more detail and attempts should be made to find out that whether teachers' expectations influence the peer status of stars, neglectees and isolates in a similar manner or differently. Further, the effect of both positive and negative induction of expectations may be experementally tested on such students. In addition, it also seems to be important to find out that whether there is a change or not in the group index of social cohesiveness within a classroom in relation to the nature of expectations induced by the experimenters.

4.6. GENERAL OUTCOMES:

In addition to the product variables described above, some more variables have been explored by researchers. Thus, Rosenthal and Jacobson(1968) have shown that teachers viewed 'late bloomers' in a more positive manner, as more interesting, happier and more intellectually curious after the arousal of their expectations. Similarly, Dworkin(1979) reported that teachers changed their views of slow learners.

Feldman and Andrew(1982) have also shown that teachers' attitudes are affected by their expectations about students.

Students' attitude towards their teacher have also been analysed in relation to the teachers' expectations. Pitt(1956) reported that low expectancy on the part of the teacher elicited a relatively negative response from students. King(1970) found that students expected to perform better, perceived their teachers as becoming more demanding towards them and as supervising them more intensively. Terry (1977) and Feldman and Andrew (1982) also supported the positive relationship between students' attitude towards the teacher and teacher's expectations for them. Dozier(1979) pointed out that expectations predict students' attitude towards mathemetics in a significant way. In contrast to these findings, Kester and Letchworth(1973) reported no expectancy effect on students' attitude.

In addition, certain studies (Rosenthal and Jacobson, 1967, 1968; Meichenbaum, et al 1969; Peters, 1971; Luce and Hoge. 1978) have also reported that students' classroom behaviour is a function of teachers' expectations. The general finding is that when students are expected to do better, their behaviour in classroom is more adjustive and directed towards the fulfillment of expectations.

5.0. SUMMARY AND CONCLUSIONS:

The present review is itself based on a theoretical model, which envisages a process of teacher-student interaction in the classroom going on in relation to the teachers' expectations. The model described three stages in

the expectancy cycle through which expectations could be hypothesised as operating in the classroom. These stages are: formation of teacher expectations, communication of these expectations in the classroom, and the outcome of expectations. The first stage refers to the formation of teachers' expectations about the academic achievement or potential of the students. Teachers form these expectations on the basis of certain student characteristics. Interestingly, when teachers form these expectations about the students, their own personality pattern may come into play and modify the process of expectancy formation. Once these expectancies are formed, these are communicated to the students through various verbal and non-verbal interaction patterns. The third stage of expectancy cycle refers to the effect of expectations on students. The studies undertaken by different investigators fall in one or other aspect of this cycle and provide certain conclusions which are significant in order to improve further research in this area.

The review pointed out that formation of expectations is somehow related with the sex, caste or race, SES, achievement, intelligence and physical attractiveness of children. Most of the studies have pointed out that these characteristics of students come into play in expectancy formation. However, there are certain studies which definitely nullify the above conclusion and emphasise the need to undertake research in the formative aspect of expectancy cycle. The variable of caste as an input factor in the formation of expectation seems to be more important in Indian settings, where a rigid caste system exists in a most stable manner.

Similarly, inequality in the social expectations towards the male and female individuals in Indian society is also more likely to percolate down in its educational institutions; and it is no wonder that teachers of our schools and colleges adhere to sex bias. Achievement and intelligence have also been shown to be important in the formation of expectations. However, it is these variables which are also considered as an outcome of expectancy cycle. Thus, a cause and effect relationship between expectation and achievement or intelligence is more difficult to establish than it seems on first observation. The preponderant link of causation needs to be further studied in a more comprehensive manner, so that the exact nature of expectancy cycle could be broughtforth.

Formative aspect of expectations is mainly dealt in relation to the student characteristics by most of the studies, and, here also, personality of the students seems to have not attracted the attention of investigators. In view of the role of personality make-up of an individual in the social situations, it becomes imperative that personality of students may have an important bearing on the expectations of teacher. It is expected that future research will through light on this aspect.

As it has been pointed out earlier that formation of expectations is a process, which involves atleast two individuals and a given social situation with its own aims and objectives. The research carried out on expectancy phenomenon have, while focussed its attention on the characteristics of students, the factors related with the teacher himself have

not been explored adequately.It is very much likely that the personal characteristics of teacher,his biases and attitudes interact in some significant way with the process of expectancy formation.Researches are essentially needed on this aspect.

In addition to the factors related with the teacher,some context variables may also be found important in expectancy formation.These variables may be situated either within the classroom or in the school as a unit.Thus,a particular school environment may be condusive in the formation of a particular type of expectancies and not to others. This aspect and the various related phenomena need to be explored in a comprehensive way.Besides this,formation of expectations towards individual student and towards the classroom group as a whole seem to be two different processes, and their nature is still not clear.It is needless to emphasise that these various aspects of expectancy formation should be explored before we can give an emperical interpretation to the whole phenomenon.

The research literature reviewed in this paper have also shown that expectations are communicated by the teachers through their behaviour in classroom.Certain behavioural patterns have been found to be associated with expectations.These behavioural patterns entail both verbal and non-verbal cues,which may have different signigicance as expectancy communicators.This aspect of relative effectiveness of expectancy cues has not been explored by the studies. Similarly,the perceptual process occuring on the part of students in relation to these cues,is still an area

where research activity , is very much desirable.This perception may be influenced by the personal characteristics of both the teacher and students.Communication of expectations,thus,become an area in which a number of variables remain to be explored.

Effects of expectations on various outcomes have been explored by a number of studies.Primarily,two categories of student outcomes are explored.These are the cognitive and affective student outcomes.The findings pertaining to the effects of expectations on cognitive student outcomes are not consistent and much remains to be clarified.So many factors which are related with the experimental designs exploring this aspect have importance in modifying the relationship.Thus,the nature of the experimental induction,its intensity and truthfulness are important.In addition,acceptance of the induction by the teachers adds a new dimension.Further,duration between the induction of expectations and the post-test also seems to be important in determining the nature of findings on this aspect.Future research should be taken up to explore these variables related with the design itself.

The affective student outcomes are relatively less frequently explored by the studies.Wherever these has been touched upon,consistent trend of findings tended to emerge.Attitudes of the teacher and students,the classroom behaviour of students etc, have been shown to be positevely influenced by favourable expectations of the teacher.However,

before finally accepting these findings,more data need to be collected on these aspects.Some of the affective variables, which are significant from the point of view of classroom proceedings may also be included into the expectancy paradigm.The socio-metric status of the pupils and indices of group cohesiveness and social climate are some of such variables.It is expected that expectations,held by the teacher,could be used as a powerful source in developing the much desired social climate in classrooms,and thus, in developing various social skills among students.

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CHAPTER-IV

TEACHER EXPECTATIONS AND SOCIOMETRIC STATUS : A STUDY

1.0. BACKGROUND OF THE STUDY:

The vast amount of literature available on teacher expectations and their effects on pupil outcomes have shown that expectations are a phenomenon of day-to-day occurance in the society and social groups like classrooms. It has been said that expectations held by the teacher are primarily of two kinds-expectations for the individual and expectations for the group. It has also been pointed out that both individual and the group as a unit are aware of the expectations held by teacher, and attempt to fulfill them.

Broadly, two kinds of researches have been carried out in the area of teacher expectancy. The first kind of researches attempted to explore the existence of expectations through an assessment of their effect on some cognitive or affective pupil outcome. Experementally induced expectations and assessment of their effects could be categorised in this group. The second approach was a naturalistic observation of expectations and a search for their student-performance correlates. In most of these studies the outcome variable was based on the effort of the individual student. The research paradigm of these studies prescribed that when high expectations are held for some students, the students are very much likely to put in an effort to improve their performance. This shows that while such outcome variables were indicative of only individual's gain or loss in relation to the expectation, they were unable to show that whether students belonging

to the same classroom(for whom the teacher does not have any or favourable expectation)behave in a manner or not so that the expectation about some specific student(s) is fulfilled.In contrast,the very nature of sociometric status,if considered as an outcome variable in the expectancy paradigm, facilitates to explore this'group acceptance' of the teacher expectation for an individual pupil.

The sociometric status of an individual is determined by two factors.Firstly,it is the individual's own characteristics which influence the choices of the members of the group.A number of such characteristics may be identified,which have an influence on the sociometric status of the individual pupil.Thus, the personality make-up,academic achievement,interest pattern and social skills of the pupil help him to gain a status of importance in the group.It has been shown that high sociometric status students are also higher in the social skills like dancing,singing,swimming, tennis,skating,playing cards and carrying on conversation (Bretsch,1952),and were rated by their peers as being the best athletes and being good at doing things(Polansky, et al,1950).Similar results have also been reported by Hund (1942),Brown(1942),Breck(1950),Feinberg(1953),McGraw and Tolbart(1953) and Biddulph(1954).High intellectual,social and familial adjustment among populars have also been reported by Sharma(1975).These findings tend to show that the individual's sociometric status is a function of his socio-intellectual skills.

It can also be argued that the sociometric

status of an individual is not only a function of his own characteristics, but the group members also have an influence on it. Specifically, it is the likings and dislikings of group members which determine the trend of positive choices given to its members. Explained further, it could be stated that it is the group valuations which influence the members' likelihood of giving positive choices to a particular individual. It is, therefore, logical to infer that sociometric status of an individual is a function of both the group members' likings and dislikings, and the characteristics of the individual under consideration..

When the sociometric status of an individual is considered as a variable in expectancy paradigm, an intricate web of relationships and processes could be assumed to operate in the classrooms. Figure-IX represents these processes in a diagrammatic way. (ref.p.97)

Teacher's positive or negative expectations about the sociometric status of an individual pupil may be related with the knowledge about pupil's background and academic potential. These expectations will be communicated in the classrooms (Group context), or to the particular individual (Individual context) through verbal or non-verbal mode of communication. This communication is very much likely to be perceived by both the individual concerned and the other members of the group. The group may be assumed to interpret its perception of teacher's expectations in the light of the credibility of the teacher and its own evaluation of the social usefulness of the pupil for/ whom expectations have

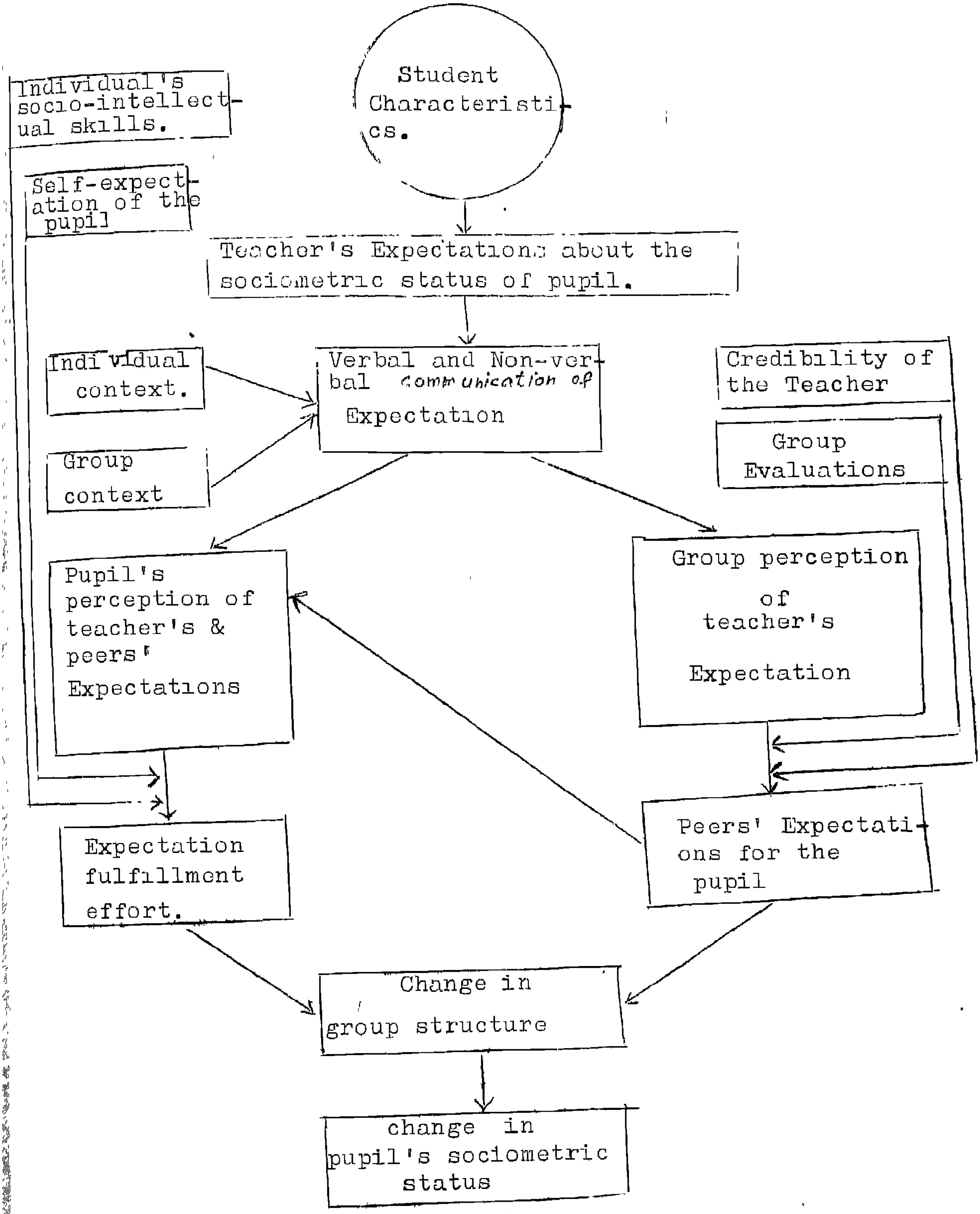
Student Characteristics.
Individual's socio-intellectual skills.
Self-expectation of the pupil
Teacher's Expectations about the sociometric status of pupil.
Individual context.
Group context
Verbal and Non-verbal communication of Expectation
Credibility of the Teacher
Group Evaluations
Pupil's perception of teacher's & peers' Expectations
Group perception of teacher's Expectation
Expectation fulfillment effort.
Peers' Expectations for the pupil
Change in group structure
change in pupil's sociometric status

Figure-IX

TEACHER'S EXPECTATIONS AND SOCIOMETRIC STATUS OF PUPIL

been communicated.It can be expected that if group evaluation and the credibility of expectation-communicator are complementary to the expectations of the teacher,the group as a unit develops its own expectations about the sociometric status of the pupil.This development of peers' expectations about the sociometric status of an individual/pupil may be hypothesised to function in two ways.Firstly,group expectations will facilitate a change in group structure,creating a vaccum for expectation fulfillment and for the accomodation of expected change in pupil's sociometric status.Secondly,these peer expectations will exert an additional influence on the pupil, who has already perceived the expectations of the teacher about himself.He may also be expected to interpret teacher's and peers' expectations in thelight of his own characteristics and expectations about himself.An expectation fulfillment effort or a withdrawal tendency may be expected to ensue from the interaction of these factors;as a result of which the pupil may experience a change in his sociometric status in the classroom.

The above set of processes may be hypothesised to exist in the classrooms,and the self-fulfilling prophecy hypothesis may be true in the case of the sociometric status of the pupil.The present study is,therefore,an attempt to explore the relationship between teacher expectations and pupils' sociometric status.It is expected that the findings of this study will be significant in interpreting the phenomenon of teacher expectancy.

2.0. STATEMENT OF THE PROBLEM:

In the context of the behavioural model presented in Figure-IX and the available research literature in the area of teacher expectations, the problem has been stated as given below:

"STUDY OF THE EFFECTS OF TEACHER EXPECTATIONS ON THE SOCIOMETRIC STATUS OF PRIMARY GRADE PUPILS"

The various key terms, used in the statement of problem, are defined in the following sub-sections:

2.1. TEACHER EXPECTATIONS:

Different investigators have given different definitions to the construct of teacher expectation. It has been stated that teacher expectations are self fulfilling prophexies, operating in the classroom situation. Merton(1948) has defined a self fulfilling prophecy as "an expectation or prediction, initially false, which initiates a series of events that cause the original expectation or predictation to become true". Similarly, Finn(1972) states that:

> "An expectancy, or expectation set, is a conscious or unconscious evaluation which one person forms of another, or of himself, which leads the evaluater to treat the person evaluated in such a manner as though the assessment were correct. Further, he will anticipate that the person evaluated will act in a manner consistent with the assessment" (p.390).

Finn(1972) states that it is the element of anticipation which distinguishes expectations from hopes, desires and aspirations. According to him:-

> "While the concept aspirations implies some striving toward a desired goal, expectations incorporate an additional estimation of reality factors. That is, expectations imply the anticipation of the behaviour most likely to occur, given the individuals and circumstances" (p.390).

Brophy and Good (1974) have also given a definition of teacher expectations. According to these authors:

> "Teacher expectations.....(are).....inferences that teachers make about the present and future academic achievement and general classroom behaviour of their students" (p.32).

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Braun (1976) has also given a description of teacher expectation in the classroom. It is stated that:

> "the teacher for varied reasons perceive competencies and potentialities of children differently and......these expectancies are reflected in his interactions with children to produce differential performance among learners, thus, fulfilling his prophecy. 'Teacher expectation', self fulfilling prophecy' and 'teacher faith' have been coined to imply this tendency for the teacher to create a reality commensurate with his perception. Furthermore, the learner, while creating his own reality, shadows substiantially the reality forming in the teacher's mind" (p.185).

Thus, Braun (1976) has defined teacher expectation as as the perception of the teacher about the potentialities of children.

West & anderson(1976) have cited a number of definitions of teacher expectations in their article.They state that teacher expectations are reffered differently by different investigators.According to the authors Rosenthal and Jacobson (1968),Beez(1968) and Henrickson(1970) have defined expectations as 'teacher's attitudes about students',Similarly,Mason (1973) has been cited to define expectations as'a prediction of the student's future academic success'.

Cooper(1979) has defined expectations as "differential perceptions of how likely students are to succeed"(p.396).

The above mentioned definitions of expectations simmer down to the conclusion that:

"Expectations are teacher's perception of the potentialities of the pupil".

The above definition of teacher expectations has been adopted for the present study and it has been further analysed to mean that:

- teachers form expectations on the basis of available or supplied information;
- both negative and positive expectations exist in the classrooms;
- expectations could be manipulated in a positive or negative manner through supplying appropriately worded information(Positive and Negative Induction of Expectations).

In this context,the term'Induction of Expectations' refers to:

> "supplying information which is worded in such a manner so that teacher's expectations are changed in a desired direction"

Therefore,

'Positive Induction Of Teacher Expectations' refers to:

> "supplying the teacher with an information which is worded in such a manner so that the teacher tends to expect an improvement in the pupil(s) in relation to a particular trait".

and similarly, the term 'Negative Induction of Teacher Expectation refers to:

> "supplying the teacher with an information which is worded in such a manner so that the teacher tends to expect a decrement in the pupil(s) in relation to a particular trait ".

2.2. SOCIOMETRIC STATUS:

"Sociometry is derived from latin and means social or companion measurement"(Grounlund,1959,p.1). The term 'sociometric status' is derived from the technique of sociometry and stands for the "number of choices received by a student"(Sharma,1975,p.23). Sharma(1975) has defined the technique of sociometry as " a method to determine the degree to which individuals are accepted in a group, to discover the relationship that exist among these individuals, to reveal group structure and to identify subdivisions of the group and various types of group positions like populars, isolates and so on"(p.10).

Thus,"sociometric status of an individual in a particular group refers to the position of the individual in the group structure based on likings and dislikings of the members".

The technique of sociometry provides a number of scores for each individual of the group.These scores are:

-Sociometric status score(SMS)
-Social receptiveness score (SRS)
-Emotional expansion score(EES)
-Ch.ice intensity score (CIS)
-Rejection score (RS)

The present study has included SRS and EES scores in addition to SMS scores of populars and neglectees into consideration.These terms are defined as below:

Social Receptiveness Status score(SRS) of an individual is the number of different students which choose the particular student.

Emotional Expansion Status score(EES) of an individual is the number of different students which are choosen by the particular student.

SocioMetric Status score(SMS) is the number of choices received by a particular student.

Populars(P) are the students who have been categorised as being receiving a higher number of choices than could be expected from chance alone.Bronfenbrenner's(1945) 'fixed frame of reference' for three criteria-three choice sociometric situations has been used to identify the populars.

Neglectees(N) are the students who have been categorised as being receiving a lower number of choices than could be

expected by chance alone. Here also Bronfenbrenner's(1945) criteria were used.

2.3. PRIMARY GRADE PUPILS:

It refers to the children studying in the primary schools of the semi-urban areas of Kumaon. Specifically, the term 'primary grade pupils' has been used to refer to the IV and V grade pupils included in the sample of the study.

3.0. AIMS AND OBJECTIVES OF THE STUDY:

Broadly, the study aimed to assess the effects of teacher expectations on the sociometric status of pupils. This aim was analysed into the following specific objectives of the study:

1. Identification of 'populars' and 'neglectees' studying in the classrooms included in the sample.
2. Experimental induction of positive and negative teacher expectations about the sociometric status of populars and neglectees.
3. Assessment of the acceptance of experimentally induced expectations by the teachers.
4. Assessment of the effect of experimentally induced positive and negative expectations on the sociometric status of populars and neglectees.
5. Assessment of the effect of experimentally induced positive and negative expectations on the teachers' ratings of populars and neglectees in relation to certain student characteristics.

4.0. HYPOTHESES OF THE STUDY:

In order to explore the effect of positive and negative induction of teacher expectations on the indices of sociometric status and teacher rating score of populars and neglectees, the following major null-hypotheses were framed:

1. There is no significant effect of positive induction of teacher expectations on the sociometric status, social receptiveness status, emotional expansiveness status and teacher rating scores of populars and neglectees.
2. There is no significant effect of negative induction of teacher expectations on the sociometric status, social receptiveness status, emotional expansiveness status and teacher rating scores of populars and neglectees.
3. The variables of sex, grade, age and achievement associated with the populars and neglectees do not interact significantly with the effect of positive and negative induction of teacher expectations on their sociometric status, social receptiveness status, emotional expansiveness status and teacher rating scores.
4. The level of induction-acceptance by the teacher do not interacts significantly with the effect of positive and negative induction of teacher expectations on the sociometric status, social receptiveness status, emotional expansiveness status and teacher rating scores of populars and neglectees.

The above hypotheses were further analysed into component hypotheses, which were specifically tested in the present study.

CHAPTER-V

EXPERIMENTAL DESIGN

In order to test the hypotheses mentioned in chapter-IV and to assess the effect of teacher expectations on the sociometric status of primary grade children,a three group pretest-posttest experimental design was framed.The present chapter is devoted to the elaboration of various aspects of this experimental design.Following sub-sections deal with each of these aspects.

1.0.POPULATION OF THE STUDY:

The children studying in the fourth and fifth grades of various primary schools situated in the semi-urban societies of Almora and Nainital constituted the population of the study.Out of these schools,15 primary schools were selected(Appendix-I).Fourth and fifth grade classes of these selected schools and the students studying in them were included in the study.Thus,a total of 30 class-room groups were studied.These classes were assigned in a routine manner to a class- teacher,who also participated in the experiment.

2.0.TOOLS OF THE STUDY:

The following tools were used in the compl tion of the experiment:

1. Sociometric Questionnaire for Students (SQ-S).
2. Personal Data Schedule(for students).
3. Personal Data Schedule (for teachers).
4. Student Rating Scale for Teachers (SRS-T).

5.Induction Acceptance Scale :for Teachers (IAS-T).
6.Teacher's Expectation Inducation Form (TEI).

The sociometric questionnaire used in the present study was a three criteria-three choice questionnaire,in which the students were asked to state the names of their classmates.The criteria used were choice of playmates,choice of classroom seatmates and classmates with whom the most preferred activity may be done.Sociograms were prepared for each class on the basis of these criteria(Appendix-2).

Personal Data Schedule for students and teachers were developed to collect certain related information about them(Appendix-3 & 4).

Student Rating Scale was a rating scale developed to assess certain socio-psychological characteristics of the children.It was to be filled up by the teachers,who rated specified students on various characteristics.Some of these c characteristics were co-operative nature,educational activism, cheerfulness,friendliness,self-confidance,cleanliness,social nature,leadership quality etc.Teachers were asked to rate the students on a five point scale and a composite rating score was obtained by simply adding up the ratings obtained on each characteristic(Appendix- V).

An Induction Acceptance Scale was also used to assess the acceptance of inductive information supplied to the teachers about selected students.It was a fifteen item scale in which an attempt was made to assess the level to which the teachers accepted the information supplied to

them(Appendix-VI).

Teacher Expectation Induction form was used to give either a positive or a negative induction to the teachers about the sociometric changes in some students of their classes.This form supplied teachers information about the present sociometric status of experimental subjects and predicted changes in it.It was this form through which experimental induction of teacher's expectations was attempted (Appendix-VII).

3.0. EXPERIMENTAL GROUPING:

The fifteen schools selected from the total population were randomly grouped into three equal groups and were labelled as Experimental Group-I (Exp-I),Experimental Group-II(Exp-II) and the Control Group(C.G).Figure-X represents the three groups created in this manner.

FIGURE-X: Experimental Grouping

Exp-I
5 Schools
10 Classrooms &
their theachers.

Exp-II
5 Schools
10 Classrooms &
their tea6hers.

C.G.
5 Schools
10 Classrooms &
their teachers

4.0. IDENTIFICATION AND SELECTION OF POPULARS AND NEGLECTEES:

Classrooms grouped into three experimental groups were assessed in terms of their sociometric structure. Technique of sociometry was employed for this purpose.The Sociometric

Questionnaire used for this purpose was a three choice-three criteria questionnaire. Sociograms were drawn for each classroom, and populars and neglectees were identified with the help of Bronfenbrenner's (1945) 'fixed frame of reference'. A predetermined number of populars (n=40) and neglectees (n=40) was sampled in a random manner with in each of the three experimental groups. Table-1 shows the final sample of populars and neglectees included in the study.

TABLE-1
Distribution of Populars and Neglectees in Final sample.

Experimental groups	Populars	Neglectees	Total
Experimental Group-I	40	40	80
Experimental group-II	40	40	80
Control Group	40	40	80
Total	120	120	240

It is evident that on the whole 240 children, devided into three equal experimental groups participated in the experiment. Out of these 240 children, 50% were populars and 50% were neglectees. The populars and neglectees included in the study were analysed in terms of their sex. Table-2 presents data pertaining to this aspect.

TABLE-2
Sex-wise Distribution of Populars and Neglectees in the Three Experimental Groups*

Exp. Group	Control Group		Experiment Gr.-I		Experimental Gr.-II	
Sex	Populars	Neglectees	Populars	Neglectees	Populars	Neglectees
Male	21 (52.50)	22 (55.00)	28 (70.00)	30 (75.00)	20 (50.00)	26 (65.00)
Female	19 (47.50)	18 (45.00)	12 (30.00)	10 (25.00)	20 (50.00)	14 (35.00)
Total	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)

*Figures given in parentheses are percentages.

Similarly, populars and neglectees of the three experimental groups were categorised in terms of their grade, age and achievement. Age and achievement variables were assessed as contineous variables, but in order to facilitate further analysis, the distributions were broken into high and low groups through median split method (Appendix-8 & 9). Table-3 to 5 present the grade age and achievement-wise distributions of populars and neglectees of the three groups.

TABLE-3
Grade-wise Distribution of Populars and Neglectees in the Three Experimental Groups*.

Expt. Gr.	Control Group		Experimental Group-I		Experimental Gr-II	
Grade	Populars	Neglectees	Populars	Neglectees	Populars	Neglectees.
4thGrade	22 (55.00)	21 (52.50)	21 (52.50)	22 (55.00)	21 (52.50)	22 (55.00)
5th Grade	18 (45.00)	19 (47.50)	19 (47.50)	18 (45.00)	19 (47.50)	18 (45.00)
Total	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)

*Figures given in parentheses are percentages.

TABLE-4

Age - -wise Distribution of Populars and Neglectees in the Three Experimental Groups*

Expt. Group	Control Group		Experimental Group-I		Experimental Gr- II	
Age Group	Populars	Neglectees	Populars	Neglectees	Populars	Neglectees
High Age	18 (45.00)	21 (52.50)	19 (47.50)	23 (57.50)	22 (55.00)	25 (62.50)
Low Age	22 (55.00)	19 (47.50)	21 (52.50)	17 (42.50)	18 (45.00)	15 (37.50)
Total	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)

*Figures given in parentheses are percentages

TABLE-5

Achievement-wise Distribution of Populars and Neglectees in the three Experimental Groups*

Expt. Group	Control Group		Experimental Group-I		Experimental Gr II	
Achievement Group	Populars	Neglectee	Populars	Neglectees	Populars	Neglectees
High Achievement	25 (62.50)	0 (0.00)	25 (62.50)	3 (7.50)	27 (67.50)	3 (7.50)
Low Achievement	15 (37.50)	40 (100.00)	15 (37.50)	37 (92,50)	13 (32.50)	37 (92.50)
Total	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)	40 (100.00)

*Figures given in parentheses are percentages.

It is evident from above tables that the populars and neglectees selected in the three experimental groups were relatively homogenious with regard to their sex, grade and age variables. Achievement seems to be related with the sociometric status and a higher frequency of high achievers was found to be associated with the populars.

5.0. PRETEST:

Experimental grouping was followed by the identification and selection of populars in each classroom. The sociometric status score, emotional expansiveness score and social receptiveness score obtained through the analysis

of each sociogram constituted the pretest scores of the selected populars and neglectees. In addition, a student rating scale(Form-SRS-T) was administered to the teachers, who rated the selected populars and neglectees of their classrooms on certain socio-psychological characteristics. Appendix-10 to 13 present pretest scores obtained by the populars and neglectees of the three experimental groups respectively.

6.0. EXPERIMENTAL INDUCTION OF TEACHERS' EXPECTATIONS:

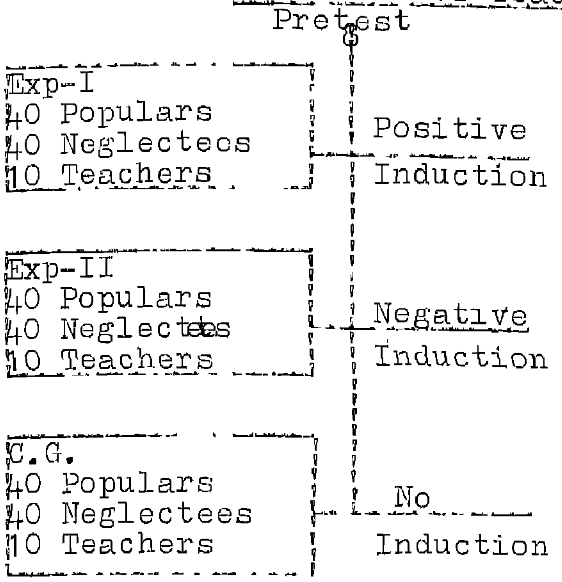
The classteachers assigned to each of the three experimental groups were given experimental induction of expectation treatment through Form-TEI. At this point, teachers belonging to the three experimental groups received different expectation induction treatment. The teachers belonging to Experimental Group-I were told that some of the students in their classrooms (who were infact the populars and neglectees selected in step-4.0)were found to be high in their classroom social status. It has also been stated that these students have been found by the experimenters to maintain harmonious, friendly relationships with their classmates, to take part in the social activities of the class and to be successful in their classrooms as social leaders, giving co-operation and help to other members. Further, it was specified that these students are more likely to be successful as social leaders and will become more and more popular in their classes. This information constituted the positive induction of expectations, and it was provided through the help of TEI, after making necessary erasement of negative words from it.

Experimental induction of expectations was also provided to the teachers belonging to Experimental Group-II. The treatment was,however,not similar to that which was provided to the teachers of Experimental Group-I.Infact,this group of teachers were told that some of the students in their respective classrooms(who were infact populars and neglectees selected in step-4.0)were found to be unsuccessful in their classes on characteristics like social efficiency, leadership, group activity and popularity.Further,it was told to the teachers that experimenters have found a tendency among these students to become more and more socially inefficient in their classrooms and to loose on account of their popularity and social status.This constituted the negative induction of teacher expectations.Again,it was provided through the help of TEI,after erasing the positive words from it.Use of the same TEI for both negative and positive induction of teacher expectations,with only minor adjustments was preferred in view of the necessity of providing an exactly contrasting induction of expectations among the teachers of the two experimental groups.

Teachers of the third group,which was designated as the control group,received no induction of expectations. The induction of positive and negative teacher expectations in Exp-I and Exp-II was done by the experimenters in an individual situation.Figure-XI depicts the experimental situation described in step-5.0 and 6.0.

FIGURE-XI

Induction of Teacher Expectations



7.0. ADMINISTRATION OF INDUCTION ACCEPTANCE SCALE:

Teachers of Exp-I and Exp-II were asked to fill in the Form-IAS-T, after a week of the induction of teacher expectations through from TEI. The teachers were scored on this scale to assess the level of acceptance of inductive information supplied to them in a personal manner. Teachers were later on devided into high and low acceptance groups on the basis of median value of the distribution (Appendix-14).

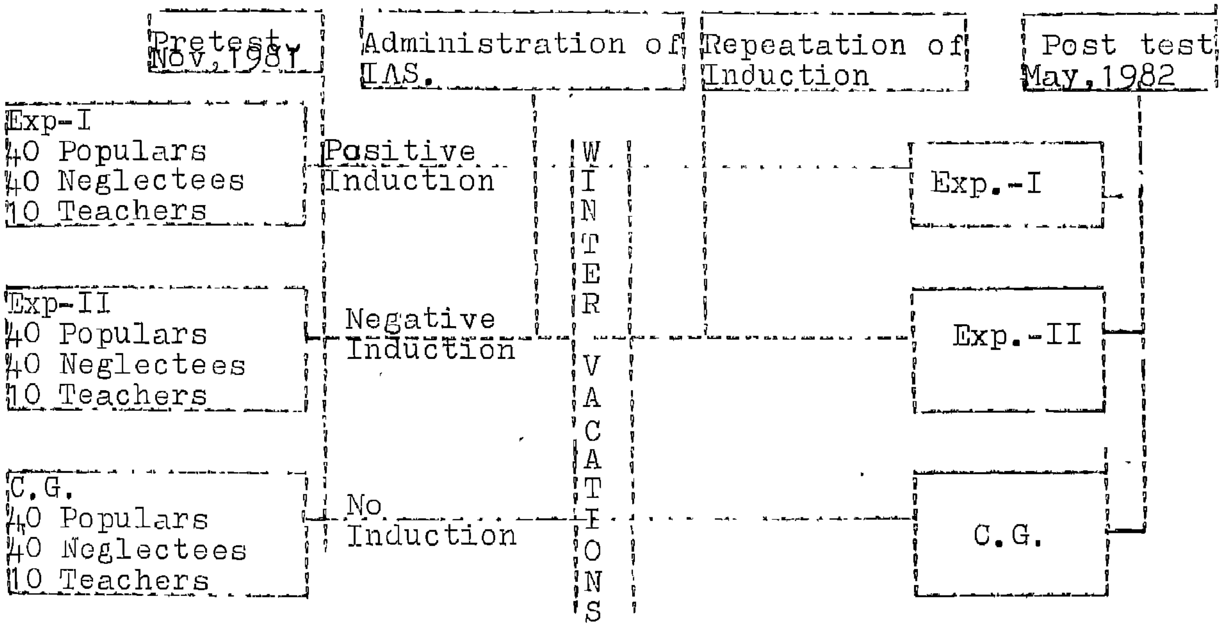
8.0. POSTTEST:

The first induction of teacher expectations was carried out in the month of November, 1981, after which the normal teaching went on upto the end of December, 1981.. The various schools included in the experiment remained closed for winter vacations from January, 1982 to 9th February, 1982. Induction treatment was repeated when the schools reopened after winter vacations. Normal teaching went on in the months

of February onwards. The post test was carried out in the middle of May, 1982, which included readministration of SQs SQ-S and SRS-T to the teachers and astudents of the three experimental groups. Appendix-15 to 18 present the post test data obtained for the populars and neglectees of C.G., Exp-I and Exp-II respectively.

Figure-XII shows the complete experimental design and the various steps of the study.

FIGURE-XII
Experimental Design of the Study



9.0. STATISTICAL ANALYSIS:

The pretest and post test data were tabulated and analysed in order to test the hypotheses presented in chapter-IV. Univariate Analysis of Variance and Covariance was used to analyse the data (Garett, 1979, p.276-303; Guilford & Fruchter, 1978, p.223-285).

CHAPTER-VI

DATA ANALYSIS AND INTERPRETATION

The data of present study were analysed in order to test the various hypotheses proposed for the study. Primarily, these hypotheses fall into five groups, viz., effect of teacher expectations on the Sociometric Status(SMS) of populars and neglectees; effect of teacher expectations on the Social Receptiveness Status(SRS) of populars and neglectees; effect of teacher expectations on the Emotional Expansiveness Status (EES) of populars and neglectees; effect of expectations on the Teacher Rating Score (TRS) of populars and neglectees; and lastly, interaction of induction acceptance with the effect of teacher expectations on SMS, SRS, EES and TRS of populars and neglectees. Various sub-hypotheses have been framed in each of the above five groups. These groups of hypotheses are tested in the following sections.

1.0. TEACHER EXPECTATIONS AND SOCIOMETRIC STATUS OF POPULARS AND NEGLECTEES:

It can be hypothesised that positive teacher expectations, created exprimentally through positive induction, will bring in a significant improvement in the SMS of both populars and neglectees. Similarly, negative expectations held by the teacher can be hypothesised to facilitate a decrement in the SMS. Data analysed to test this hypothesis revealed that teacher expectations do not have a significant effect on the SMS of populars. Table-6 presents the results of Analysis of Variance(ANOVA) for pretest and post test SMS scores of populars.

TABLE-6

ANOVA for pretest and post test SMS scores of Populars*

Source of variation	df	ssx	SSy	MSx	MSy	Fx	Fy
Among Means	2	107.12	72.12	53.56	36.06	1.29 NS (0.05)	1.21 NS (0.05)
WithinGroups	117	4872.85	3500.25	41.65	29.92		
Total	119	4979.97	3572.37				

It is evident from the analysis that thethree experimental groups did not vary with regard to pretest, as well as post test, SMS scores of populars. Non-significant effect of positive and negative expectation treatment was also evident through the Analysis of Covariance(ANACOVA) carried out for the data(Table-7).

TABLE-7

ANACOVA for SMS scores of Populars*

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	2	107.12	72.12	31.49	62.87	31.44	5.16	1.18 NS ((0.05)
WithinGroups	116	4872.85	3500.25	1407.08	3093.94	26.67		
Total	118	4979.97	3572.37	1438.57	3156.81			

The general finding showed that positive and negative induction-of-expectation groups(Exp-I &Exp-II respectively)do not vary from no induction treatment group (Control Group) with regard to the SMS of populars.

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*Abbreviations used

df=Degrees of Freedom.

SSx=Sum of Square for Pretest Scores.

SSy=Sum of Square for Post teat Scores.

MSx=Mean Sum of Square for Pretest Scores.

MSy=Mean Sum of Square for Post test Scores.

Fx &Fy=F-ratio for pretest and Post test scores.

SSxy=Sum of Square for the product of Pretest and Post test scores.

SSy'x=Sum of Square for adjusted post test scores.

SDy'x= Standard Deviation of adjusted post test scores.

S=Significant at specified level.

NS=Not Significant at specified level.

Sex of the populars may also be hypothesised to interact with expectation effects on their SMS.The three experimental groups were devided into six groups of the basis of sex.Analysis of variance and covariance(Table-8 & 9 respectively) revealed that these six groups did not vary with regard to the SMS scores of populars.The significant F-ratio for unadjusted post test scores ,obtained through ANOVA, was mainly due to the variations present inthe pretest scores of various groups.

TABLE-8

ANOVA for Pretest and Post test SMS scores of Male and Female Populars

Source of variation	df	ssx	SSy	MSx	MSy	Fx	Fy
Among Means	5	448.97	398.77	89.79	79.54	2.26 NS (0.05)	2.86 S (0.05)
With in Groups	114	4531.00	3173.60	39.75	27.84		
Total	119	4979.97	3572.37				

TABLE-9

ANACOVA for SMS scores of Male and Female Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	448.97	398.77	365.17	237.50	47.50	5.08	1.48 Ns (0.05)
Within groups	113	4531.00	3173.60	1073.40	2919.31	25.83		
Total	118	4979.97	3572.37	1438.57	3156.81			

Similarly, grade may also be hypothesised to interact with the effect of expectation induction on the SMS scores of populars.Populars of 4th and 5th grades belonging to the three experimental groups were compared through ANOVA and ANACOVA.Unadjusted pretest and post test SMS scores of

populars were found to differ non-significantly(Table-10). However, adjusted post test SMS scores of populars yielded a significant F-ratio (level of significance=0.05). Table-11 presents the results of ANACOVA.

TABLE-10

ANOVA for pretest and post test SMS scores of Populars of Fourth and Fifth Grades

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	165.11	316.33	33.02	6.60		
Within Groups	114	4814.86	3256.04	42.24	28.56	0.78 NS (0.05)	0.23 NS (0.05)
Total	119	4979.97	3572.37				

TABLE-11

ANACOVA for SMS scores of Populars of Fourth and Fifth Grades

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	165.11	316.33	68.96	290.36	58.07		
Within groups	113	4814.86	3256.04	1369.61	2866.45	25.37	5.04	2.29 S (0.05)
Total	118	4979.97	3572.37	1438.57	3156.81			

Adjusted post test SMS means were computed for the six groups and significance of difference between any two group means was determined(Table-12 & 13).

TABLE-12

Adjusted post test SMS means of the populars of Fourth and Fifthe grades

S.No.	Groups	N	Mx	My	My'x
1.	Control group-Grade5	22	20.59	19.09	19.07(m1)
2.	Control group-Grade4	18	19.11	19.17	19.56(m2)
3.	Exp-I, Grade-5	21	22.71	22.24	21.62(m3)
4.	Exp-I, Grade-4	19	20.89	18.95	18.84(m4)
5.	Exp-II, Grade-5	21	20.05	19.10	19.23(m5)
6.	Exp-II, Grade-4	19	19.47	22.79	23.08(m6)
	Total	120	20.51		

TABLE-13

Significance of Difference between Adjusted Post test SMS means of Populars of Fourth and Fifth Grades *

Comparison	SED	Significant Diff-at 0.05	0.01	Direction of Adjusted mean dif.	Observed Dif/Sig.
C.G.-Grade-5-CG-Gr.4 (m1-m2)	1.66	3.29	4.35	m1 < m2	0.49/NS
CG-Gr.5-Exp-I, Gr.5 (m1-m3)	1.61	3.19	4.22	m1 < m3	2.55/NS
CG, Gr.5-Exp-I, Gr.4 (m1-m4)	1.61	3.19	4.22	m1 > m4	2.23/NS
CG, Gr.5-Exp-II, Gr.5 (m1-m5)	1.61	3.19	4.22	m1 < m5	0.16/NS
CG, Gr.5-Exp-II.Gr.4 (m1-m6)	1.61	3.19	4.22	m1 < m6	4.01/S (0.05)
CG, Gr.4-Exp-I, Gr.5 (m2-m3)	1.66	3.29	4.35	m2 < m3	2.06/NS
CG, Gr.4-Exp-I, Gr.4 (m2-m4)	1.66	3.29	4.35	m2 > m4	0.72/NS
CG, Gr.4-Exp-II, Gr.5 (m2-m5)	1.66	3.29	4.35	m2 > m5	0.33/NS
CG, Gr.4-Exp-II, Gr.4 (m2-m6)	1.66	3.29	4.35	m2 < m6	3.52/S (0.05)
Exp-I, Gr5-Exp-I, Gr.4 (m3-m4)	1.61	3.19	4.22	m3 > m4	2.78/NS
Exp-I, Gr5-Exp-II.Gr.5 (m3-m5)	1.61	3.19	4.22	m3 > m5	2.39/NS
Exp-I, Gr.5-Exp-II, Gr.4 (m3-m6)	1.61	3.19	4.22	m3 > m6	1.46/NS
Exp-I, Gr.4-Exp-II, Gr.5 (m4-m5)	1.61	3.19	4.22	m4 < m5	0.39/NS
Exp-I, Gr.4-Exp-II, Gr.4 (m4-m6)	1.61	3.19	4.22	m4 < m6	4.24/S (0.01)
Exp-II, Gr.5-Exp-II, Gr.4 (m5-m6)	1.61	3.19	4.22	m5 > m6	3.85/S (0.05)

*SED=Standard error of Difference
CG=Control Group
Exp-I=Experimental Group-I
Exp-II=Experimental Group-II
Gr.=Grade

It is evident fromTable-13 that there was a significant difference between adjusted post test SMS mean scores of control group-grade-4 and experimental group-II, grade-4. The direction of mean difference specified that populars of control group, who were studying in grade-4, were significantly lower in their SMS than 4th grade populars

of experimental group-II.Significant mean difference was also obtained in relation to populars of experimental group-I(4th graders)and experimental group-II(4th graders).The direction of mean difference specified that populars of experimental group-II(4th graders) were higher in their SMS.These 4th graders were also found to be higher in SMS than their 5th grade counterparts belonging to the same experimental group (difference significant at 0.05 level).It should be recalled here that populars of experimental group-I experienced positive teacher expectations,while those belonging to experimental group-II had negative expectations from their teachers.In this context,it is interecting to find that 4th grade populars,who experienced negative expectations from their teachers with regard to their social status,have not followed the expectations as hypothesised.Instead,negative expectations held by the teachers have incited the populars to be more and more socially active and to become more popular in their classrooms.This effect of negative expectations on the SMS of 4th grade populars was also evident when they were compared with the fourth grade populars of positive teacher expectation group.Negative expectations communicated by the teachers seem to have more facilitative effect on SMS scores of 4th grade populars than positive expectations.Further,this facilitative effect is more effective in fourth grade than in the fifth grade.A number of factors may be held responsible for the occurence of this finding.It can be assumed that teachers who were given negative induction of expectations

assimilated the information in such a manner that its effect on their classroom expectation-communication behaviour incited the pupils to be more and more socially efficient. It canalso be pointed out that these teachers were given manipulated information about the students whom they have infact seen as social leaders. What else might we expect in the situation when a teacher reacts on the negative information through telling the populars of his class that "I believed that you are the leaders of your class, but this report shows that you are not so!".

The variable of age was also controlled in relation to the effect of teacher expectations on the SMS of populars. High and Low age groups were identified within each experimental group and ANOVA and ANACOVA was carried out. It was found through ANOVA (Table-14) that pretest and post test SMS mean scores of the six groups were not equal (Fx and Fy were significant). ANACOVA carried out for the data also indicatedthe existence of significant differences among groups in their adjusted post test SMS means (Table-15).

TABLE-14

ANOVA for pretest and Post test SMS scores of High and Low age Group Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	591.04	703.78	118.21	140.76	3.07 S (0.05)	5.59 S (0.01)
Within Groups	114	4388.93	2868.59	38.50	25.16		
Total	119	4979.97	3572.37				

TABLE-15
ANACOVA for SMS scores of High and Low Age Group Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	591.04	703.78	501.46	488.31	97.66		
Within groups	113	4388.93	2868.59	937.11	2668.50	23.62	4.86	4.13 S (0.01)
Total	118	4979.97	3572.37	1438.57	3156.81			

Adjusted post test SMS mean scores were computed for all the six groups(Table-16)and were copared with each other(Table-17).

TABLE-16
Adjusted Post test SMS means of the Populars of High and Low age groups*

S.No.	Groups	N	Mx	My	My'x
1.	Control Group,High Age (CgCG-HA)	18	18.56	19.33	19.74(m1)
2.	Control Group,Low Age (CG-LA)	22	21.05	18.95	18.84(m2)
3.	Exp-I,High Age (Exp-I.HA)	19	25.26	24.47	23.47(m3)
4.	Exp-I,Low Age (Exp-I,LA)	21	18.76	17.24	17.16(m4)
5.	Exp-II,High Age (Exp-II,HA)	22	19.64	19.36	19.54(m5)
6.	Exp-II,Low Age (Exp-II,LA)	18	19.94	22.67	22.79(m6)
Total		120	20.52		

*Abbreviations used

N=Sample size
Mx=Mean of the unadjusted pretest scores
My=Mean of the unadjusted post test scores
My'x=Adjusted post test mean
m1....mn=Group means(Adjusted)

TABLE-17

Significance of Difference between Adjusted Post test SMS means of High and Low Age Populars

Comparison	SED	Significant diff. at 0.05	Significant diff. at 0.01	Direction of adjust-mean diff.	Observed dif./Sg.
CG,HA-CG,LA (m1-m2)	1.60	3.17	4.19	m1 > m2	0.90NS
CG,HA-EXP-I,HA (m1-m3)	1.60	3.17	4.19	m1 < m3	3.73/S (0.05)
CG,HA-Exp-I,HA (m1-m4)	1.60	3.17	4.19	m1 > m4	2.13/NS
CG,HA-Exp-II,HA (m1-m5)	1.60	3.17	4.19	m1 > m5	0.20/NS
CG,HA-Exp-II,LA (m1-m6)	1.70	3.37	4.45	m1 < m6	3.05/NS
CG,LA-Exp-I,HA (m2-m3)	1.56	3.09	4.09	m2 < m3	4.63/S (0.01)
CG,LA-Exp-I,LA (m2-m4)	1.56	3.09	4.09	m2 > m4	1.23/NS
CG,LA-Exp-II,HA (m2-m5)	1.56	3.09	4.09	m2 < m5	0.70/NS
CG,LA-Exp-II,LA (m2-m6)	1.60	3.17	4.19	m2 < m6	3.95/S (0.05)
Exp-I,HA-Exp-I,LA (m3-m4)	1.56	3.09	4.09	m3 > m4	5.86/S (0.01)
Exp-I,HA-Exp-II,HA (m3-m5)	1.56	3.09	4.09	m3 > m5	3.93/S (0.05)
Exp-HA-Exp-II,LA (m3-m6)	1.60	3.17	1.19	m3 > m6	0.68/NS
Exp-I,LA-Exp-II,HA (m4-m5)	1.56	3.09	4.09	m4 < m5	1.93/NS
Exp-I,LA-Exp-II,LA (m4-m6)	1.60	3.17	4.19	m4 < m6	5.18/S (0.01)
Exp-II,HA-Exp-II,LA (m5-m6)	1.60	3.17	4.19	m5 < m6	3.25/S (0.05)

It is evident from Table-17 that populars of high age-positive expectation group were significantly higher than the populars of high age-control group in their adjusted SMS mean scores. Populars of high age-positive expectation treatment group were also higher than the populars of low age-control group, low age-positive expectation group and high age-negative expectation group in their mean adjusted SMS scores. This shows that induction of positive expectations

among teachers about the SMS of their high age populars, facilitates an improvement in their social status.Significant difference between the SMS of high and low age populars of positive expectation treatment group suggested that high age populars are more sensitive to the positive expectations communicated by their teachers.Table-17 also indicated that positive induction of teacher expectations about the social status of low age populars also tends to facilitate an improvement in their SMS scores as compared to the populars of negative expectation treatment group.These findings support the hypothesis that positive induction of teacher expectations will bring in an improvement in the SMS scores of populars.Further,data has suggested that age of the populars interacts in a significant way with the effect of positive expectations on the SMS of populars.

The comparison made between the adjusted mean SMS scores of high and low age populars of negative expectation treatment groups also revealed significant difference.It was found that populars of high age group had higher post test SMS mean score than the populars of low age group.It seems that negative expectations communicated by the teachers about high age populars facilitate an effort on their part to improve upon their popularity. Some specific expectation-communication and expectation-perception mechanisms may be assumed to operate under these situations.

The effect of positive induction of teacher expe-

-ctations on the SMS of populars was also analysed in relation to their achievement status. The analysis indicated that achievement is not a significant variable in relation to the expectation effects on SMS of populars in primary grades. Non-significant F-ratios were obtained by ANOVA and ANACOVA carried out on this aspect(Table-18 &19).

TABLE-18

ANOVA for pretest and post test SMS scores of High and Low achievement Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	234.18	124.17	46.84	24.83		
Within Groups	114	4745.79	3448.20	41.63	30.25	1.13 NS (0.05)	0.82 NS (0.05)
Total	119	4979.97	3572.37				

TABLE-19

ANACOVA for SMS scores of High and Low Achievement Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	234.18	124.17	26.46	128.78	25.76		
Within Groups	113	4745.79	3448.20	1412.11	3028.03	26.80	5.18	0.96 NS (0.05)
Total	118	4979.97	3572.37	1438.57	3156.81			

The effect of positive and negative induction of teacher expectations on the SMS of neglectees was also analysed. It was hypothesised that positive expectations will bring in an improvement in the SMS of neglectees; and negative induction will cause a decrease in their SMS. Table-20 presents data obtained through the ANOVA carried out in this context.

TABLE-20
ANOVA for pretest and post test SMS scores of Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	2	1.32	54.65	0.66	27.33		
Within Groups	117	80.55	784.27	0.69	6.70	0.96 NS (0.05)	4.08 S (0.05)
Total	119	81.87	838.92				

It is evident from Table-20 that neglectees belonging to the three experimental groups did not vary with regard to their SMS at the pretest stage.However,post test scores of the three groups of neglectees provided a significant F-ratio, showing the presence of significant effects of expectatin treatments.ANACOVA carried out with these data also revealed a similar picture(Table-21),and pointed out that the differences were real.Adjusted post test SMS means were calculated for the three groups(Table-22) and were compared with each other for the significance of differences.

TABLE-21
ANACOVA for SMS scores of Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	My'x	SDy'x	Fy'x
Among Means	2	1.32	54.65	0.95	53.52	26.76		
Within Groups	116	80.55	784.27	16.15	781.83	6.74	2.60	3.97 S (0.05)
Total	118	81.87	838.92	17.10	835.35			

TABLE-22
Adjusted Post test SMS means of the Neglectees

S.No.	Groups	N	Mx	My	My'x
1.	Control Group(CG)	40	2.0	5.13	5.14(m1)
2.	Experimental Group-I (Exp-I)	40	2.18	4.05	4.02(m2)
3.	Experimental Group-II (Exp-II)	40	1.93	3.50	1.95(m3)
Total		120	2.04		

TABLE-23

Significance of Difference between Adjusted Post test SMS means of Neglectees

Comparison	SED	Significant Difference at		Direction of Adjusted Mean Diff.	Observed Mean Diff.	Sig.
		0.05	0.01			
CG-Exp-I (m1-m2)	0.62	1.23	1.62	m1 > m2	1.12	NS
CG-Exp-II (m1-m3)	0.62	1.23	1.62	m1 > m3	3.19	S (0.01)
Exp-I-Exp-II (m2-m3)	0.62	1.23	1.62	m2 > m3	2.07	S (0.01)

It is evident from Table-23 that neglectees belonging to experimental group-I, which were given a positive induction of expectations, did not vary significantly from the neglectees of control group with regard to their adjusted SMS mean score. However, a significant difference was obtained between neglectees of control group and experimental group-II. The adjusted mean SMS score of the neglectees of control group was found to be sinificantly high. It is evident from this finding that negative induction of teacher expectations about the SMS of neglectees facilitates a decrement in the mean SMS score. Comparison of the adjusted mean SMS scores of neglectees of positive induction group (Exp-I) with the neglectees of negative induction group (Exp-II) also provided significant results. It showed that negative expectation treatment about the social status of neglectees is significant in lowering their SMS. The overall finding seems to suggest that in the case of neglectees, negative expectation treatment is more crucial than the positive expectation treatment. This may be due to the fact that negative induction is more realistic than positive induction in the case of neglectees.

When neglectees are under consideration, teachers are more likely to accept negative induction than the positive induction for students whom they themselves observe as socially inefficient.

The effect of positive and negative induction of teacher expectations on the SMS of neglectees was also analysed in relation to their sex. Male and female neglectees within each experimental group were identified and compared. The ANOVA revealed that various groups do not differ significantly at pretest and post test stage (Table-24). This similarity among the six groups was also confirmed by the ANACOVA (Table-25).

TABLE-24

ANOVA for pretest and Post test SMS scores of Male and Female Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	4.19	59.10	0.84	11.82		
Within Groups	114	77.68	779.82	0.68	6.84	1.24 NS (0.05)	1.73 NS (0.05)
Total	119	81.87	838.92				

TABLE-25

ANACOVA for SMS scores of Male and Female Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	4.19	59.10	4.29	57.64	11.53		
Within Groups	113	77.68	779.82	12.81	777.71	6.88	2.62	1.68 NS (0.05)
Total	118	81.87	838.92	17.10				

The grade in which neglectees of various experimental groups were studying, was found to be intereacting with the effect of positive and negative induction of teacher expectations on their SMS. ANOVA carried out on the pretest and post test SMS scores (Table-26) revealed that there was no significant difference among the various groups of neglectees at pretest stage, while at post test differences emerged. ANACOVA (Table-27) has also given similar results.

TABLE-26

ANOVA for pretest and post test SMS scores of Fourth and Fifth grade Neglectees

Source of variation		SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	2.63	101.94	0.53	20.39	0	
Within Groups	114	79.24	736.98	0.70	6.46	0.76 NS (0.05)	3.16 S (0.05)
Total	119	81.87	838.92				

TABLE-27

ANACOVA for SMS scores of Fourth and Fifth Grade Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	2.63	101.94	3.83	100.59	20.12		
Within Groups	113	79.24	736.98	13.27	734.76	6.50	2.55	3.10 S (0.05)
Total	118	81.87	838.92	17.10				

Computation of adjusted post test mean SMS scores for the various groups of Neglectees was carried out (Table-28) and these means were compared with each other (Table-29).

TABLE-28

Adjusted Post test Mean SMS scores of the Fourth and Fifth Grde Neglectees

S.No	GROUPS	N	Mx	My	My.x
1.	Control group-5th grade (CG-5)	21	1.86	5.05	5.08(m1)
2.	Control Group-4th grade (CG-4)	19	2.16	5.21	5.19(m2)
3.	Experimental-I,5th grade (Exp-I,5)	22	2.23	3.68	3.65(m3)
4.	Experimental-I,4th grade (Exp-I,4)	18	2.11	4.50	4.49(m4)
5.	Experimental-II,5th grade (Exp-II,5)	22	2.00	4.41	4.42(m5)
6.	Experimental-II,4th grade (Exp-II,4)	18	1.83	2.34	2.37(m6)
Total		120	2.03		

TABLE-29

Significance of Difference between Adjusted Post test SMS Means of Fourth and Fifth Grade Neglectees

Comparison	SED	Significant difference at 0.05	0.01	Direction of diff.	Observed mean diff	Sig.
CG,5-CG,4(m1-m2)	0.82	1.62	2.15	m1 < m2	0.11	NS
CG,5-Exp-I,5 (m1-m3)	0.82	1.62	2.15	m1 > m3	1.43	NS
CG,5-Exp-I,4(m1-m4)	0.82	1.62	2.15	m1 > m4	0.59	NS
CG,5-Exp-II,5(m1-m5)	0.82	1.62	2.15	m1 > m5	0.66	NS
CG,5-Exp-II,4(m1-m6)	0.82	1.62	2.15	m1 > m6	2.71	S(0.01)
CG,4-Exp-I,5(m2-m3)	0.82	1.62	2.15	m2 > m3	1.54	NS
CG,4-Exp-I,4(m2-m4)	0.82	1.62	2.15	m2 > m4	0.70	NS
CG,4-Exp-II,5(m2-m5)	0.82	1.62	2.15	m2 > m5	0.77	NS
CG,4-Exp-II,4(m2-m6)	0.82	1.62	2.15	m2 > m6	2.82	S(0.01)
Exp-I,5-Exp-I,4(m3-m4)	0.82	1.62	2.15	m3 < m4	0.84	NS
Exp-I,5-Exp-II,5(m3-m5)	0.82	1.62	2.15	m3 < m5	0.77	NS
Exp-I,5-Exp-II,4(m3-m6)	0.82	1.62	2.15	m3 > m6	1.28	NS
Exp-I,4-Exp-II,5(m4-m5)	0.82	1.62	2.15	m4 > m5	0.07	NS
Exp-I,4-Exp-II,4(m4-m6)	0.82	1.62	2.15	m4 > m6	2.12	S(0.05)
Exp-II,5-Exp-II,4(m5-m6)	0.82	1.62	2.15	m5 > m6	2.05	S(0.05)

It is evident from Table-29 that positive induction of teacher expectations about the social status of fourth and fifth grade neglectees does not brings in a significant improvement in their SMS than the fourth and fifth grade neglectees of control group,where no induction of teacher expectations was done.In contrast, data revealed that negative induction of teacher expectations

was more effective in bringing a change in the SMS of fourth grade neglectees. Non-significant difference that existed between the adjusted mean SMS scores of Control group-grade-5, experimental group-I-grade-5 and experimental group-II-grade-5 suggested that fifth grade neglectees are relatively insensitive to the expectations expressed by their teachers. On the other hand, it has been pointed out by the analysis that negative induction of expectations brings in a significant decrease in the mean SMS of fourth grade neglectees as compared to fifth grade neglectees of experimental group-II. Sensitiveness to teacher expectations was also revealed by the comparison of neglectees of experimental group-I-grade-4 and experimental group-II-grade-4. The mean SMS score of positive expectation treatment group was found to be higher in this case, which is mainly due to the fact that neglectees of negative expectation group have shown a decrease in their SMS.

Succeptibility of fourth grade neglectees to the influence of negative teacher expectations seems to be mainly due to the congruence between teachers' natural expectations and the expectations induced experimentally. Neglectees of fourth grade are more influenced by expectations probably due to their more dependence for approval and disapproval on their teachers.

The effect of positive and negative induction of expectations on neglectees' SMS was also analysed in relation to the age of children. ANOVA carried out for comparing the pretest and post test scores of the six groups

revealed that at pretest stage, groups were similar (Table-30). However, post test F-ratio was significant at 0.05 level of significance, revealing the differing influence of positive and negative expectations on high and low age neglectees of the three experimental groups. ANACOVA carried out with these data also supported this conclusion, as the F-ratio for adjusted post test SMS means was also significant (Table-31).

TABLE-30

ANOVA for pretest and post test SMS scores of Neglectees of High and Low age groups

Source of variation	df	SSx	SSy	MSx	Msy	Fx	Fy
Among Means	5	2.63	101.94	0.53	20.39		
Within Groups	114	79.24	736.98	0.70	6.46	0.76 NS (0.05)	3.16 S (0.05)
Total	119	81.87	838.92				

TABLE-31

ANACOVA for Post teat scores for Neglectees of High and Low age groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	Msy'x	SDy'x	F
Among Means	5	2.63	101.94	3.83	100.59	20.12		
Within Groups	113	79.24	736.98	13.27	734.76	6.50	2.55	3.10 S (0.05)
Total	118	81.87	838.92	17.10	835.35			

Table-32 presents adjusted post test mean SMS scores of high and low age neglectees belonging to the three experimental groups.

TABLE-32a

Adjusted Post test SMS means of the Neglectees of High and Low Age Groups

S.No.	Groups	N	Mx	My	My'x
1.	Control Group-High Age 2.Co(CG-HA)	21	1.86	5.33	5.36(m1)
2.	Control Group-Low Age (CG-LA)	19	2.16	4.89	4.87(m2)
3.	Experimental Group-I-High Age (Exp-I-HA)	23	2.22	4.87	4.84(m3)
4.	Experimental Group-I-Low Age (Exp-I-LA)	17	2.12	2.94	2.93(m4)
5.	ExperimentalGroup-II-High Age (Exp-II-HA)	25	1.72	3.32	3.37(m5)
6.	ExperimentalGroup-II-Low Age (Exp-II-LA)	15	2.27	3.80	3.76(m6)
	Total	120	2.04		

It is evident from Table-32athat highest post-test mean was associated with control group-high age,Control group-low age and experimental group-I-high age.High and low age groups of neglectees belonging to experimental group-II registered an average level of post test SMS means.The lowest SMS mean was found to be associated with the neglectees of low age group belonging to experimental group-I.It could be infer-ed from these post test means that positive induction of teacher expectations,associated with high age neglectees, facilitates an improvement in their SMS.Further,it also becomes evident that no expectation treatment to the neglectees of both high and low age also facilitates an improvement in their SMS.When adjusted post test SMS means of the various groups were compared statistically,important findings cameforth. Table-32b shows the results obtained through this comparison.

TABLE-32b

Significance of difference between adjusted Post test SMS means of Neglectees of High and Low Age groups.

Comparison	SED	Significant value at 0.05	Significant value at 0.01	Direction of mean difference	Observed difference.	Sig.
CG-HA--CG-LA(m1-m2)	0.82	1.62	2.15	m1 > m2	0.49	NS
CG-HA--Exp-I.HA(m1-m3)	0.77	1.52	2.02	m1 > m3	0.52	NS
CG-HA--Exp-I.LA(m1-m4)	0.84	1.66	2.20	m1 > m4	2.43	S(0.01)
CG-HA--Exp-II.HA(m1-m5)	0.77	1.52	2.02	m1 > m5	1.99	S(0.05)
CG-HA--Exp-II.LA(m1-m6)	0.90	1.78	2.36	m1 > m6	1.60	NS
CG-LA--Exp-I.HA(m2-m3)	0.77	1.52	2.02	m2 > m3	0.03	NS
CG-LA--Exp-I.LA(m2-m4)	0.84	1.66	2.20	m2 > m4	1.94	S(0.05)
CG-LA--Exp-II.HA(m2-m5)	0.77	1.52	2.02	m2 > m5	1.50	NS
CG-LA--Exp-II.HA(m2-m6)	0.90	1.78	2.36	m2 > m6	1.11	NS
Exp-I.HA--Exp-I.LA(m3-m4)	0.82	1.62	2.15	m3 > m4	1.91	S(0.05)
Exp-I.HA--Exp-II.HA(m3-m5)	0.72	1.43	1.89	m3 > m5	1.47	S(0.05)
Exp-I.HA--Exp-II.LA(m3-m6)	0.84	1.66	2.20	m3 > m6	1.08	NS
Exp-I.LA--Exp-II.HA(m4-m5)	0.82	1.62	2.15	m4 < m5	0.44	NS
Exp-I.LA-- Exp-II.LA(m4-m6)	0.92	1.82	2.41	m4 < m6	0.83	NS
Exp-II.HA--Exp-II.LA(m5-m6)	0.84	1.66	2.20	m5 < m6	0.39	NS

The comparisons revealed that there was a significant difference between the mean SMS scores of Neglectees belonging to control group-high age and experimental group-I-low age. Mean score of the second group was higher than that of the first. It shows that no expectation treatment to the high age neglectees is more condusive in bringing a change in their SMS than a positive expectation treatment to low age neglectees. The non-significant difference between neglectees of high age-control group and high age-experimental group-I; and a significant difference between the neglectees of experimental group-I-high age and experimental group-I-low age also revealed that in the case of positive induction or no induction, it is the higher age group of neglectees who is higher on post test SMS score. Further, non-significant difference between post test SMS scores of control group-high age and control group-low age, and experimental group-I-high age and control group-low age, points out that no induc-

tion treatment facilitates an equal SMS among neglectees, which is higher than the SMS of neglectees belonging to experimental group-I-low age. These findings bring forth an important aspect of expectancy phenomenon and points out that no induction of teacher expectations about the social status of neglectees belonging to both high and low age groups is most condusive to facilitate an improvement in their SMS. Further, it also becomes evident that positive expectations towards the neglectees of high age is equally condusive for improvement in SMS. Neglectees of low age-group do not seem to be benifitted by positive expectations expressed by their teachers.

Table-32b also revealed that there was a significant difference between adjusted post test SMS means of the neglectees of control group-high age and experimental group-II-high age. It also becomes evident that though the difference between SMS scores of neglectees of the control group-high age and experimental group-II-low age, and control group-low age and experimental group-II-high age and low age were not significant statistically, a tendency to attain statistical significance was present. In all these comparisons, it were the neglectees of the two control groups who scored higher post test SMS means. Interpreting this finding in the light of the non-significant difference obtained between the adjusted post test mean scores of experimental group-II-high age and experimental group-II-low age, it could be stated that negative expectations held by the teachers of experimental group-II were effective in bringing an expectation-congruent change

in the SMS of both high and low age neglectees. In general, it could be stated that while positive expectations are effective in the case of high age neglectees only, negative expectations are more crucial for both the age groups of neglectees.

The effect of positive and negative induction of teacher expectations on the SMS of neglectees was also analysed in relation to their achievement status. Neglectees of each of the three experimental groups were categorised on the basis of their achievement in to high and low achievement groups. It was found that high achievers were relatively less frequent in experimental group-I and II, and were not atall present inthe control group. Thus, there were only five groups of neglectees whoes SMS scores were analysed through ANOVA and ANACOVA. The analysis, however, yielded non-significant F-ratios, showing that achievement status of neglectees does not interacts with the effect of positive and negative induction on SMS. Table-33 & 34 present the results obtained through ANOVA and ANACOVA respectively.

TABLE-33

ANOVA for Pretest and Post test SMS scores of High and Low Achievement Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	3.63	63.21	0.91	15.80	1.34 NS (0.05)	2.34 NS (0.05))
Within groups	115	78.24	775.71	0.68	6.75		
Total	119	81.87	838.92				

TABLE-34

ANACOVA for SMS scores of High and Low Ac
Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x			F
Among Means	4	3.63	63.21	-3.42	65.02	1		
Within Groups	114	78.24	775.71	20.52	770.33	6.76	2.61	2.41 NS (0.05)
Total	118	81.87	838.92	17.10	835.35			

2.0. TEACHER EXPECTATIONS AND SOCIAL RECEPTIVENESS STATUS(SRS) OF POPULARS AND NEGLECTEES:

While SMS of an individual refers to the number of choices received by him on a fixed criteria-fixed choice sociometric questionnaire, social receptiveness status (SRS) score of the individual refers to the number of group members giving their choices to him. Thus, SRS of an individual represents a different aspect of group mechanism and social action. It can be hypothesised that positive and negative expectations of the teacher bring a significant change in the individual's SRS. Data of the present study were analysed in this context and important findings were obtained in relation to both populars and neglectees. Table-35 and 36 present results obtained through ANOVA and ANACOVA carried out in relation to the effect of positive and negative induction of teacher expectations on the SRS of populars.

TABLE-35

ANOVA for Pretest and Post test SRS scores of populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	2	40.07	38.60	20.04	19.30	1.25 NS(0.05)	1.75 NS(0.05)
Within groups	117	1868.72	1287.73	15.97	11.01		
Total	119	1908.79	1326.33				

TABLE-36

ANACOVA for SRS Scores of Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	2	40.07	38.60	-39.31	79.04	39.52		
Within Groups	116	1868.72	1287.72	818.93	928.85	8.01	2.83	4.93 S(.01)
Total	118	1908.79	1326.32	779.62	1007.89			

It is evident from Table-35 that at pretest stage, populars belonging to the three experimental conditions were more or less similar in their SRS.F-ratio calculated for unadjusted post test SRS scores of populars was also non-significant at 0.05 level, which shows that there were no apparent differences among these experimental groups. However, when adjusted post test SRS mean scores were analysed through ANACOVA, F-ratio was found to be significant (Table-36). Adjusted post test SRS means of populars of the three experimental groups were computed (Table-37) and compared with each other for the significance of difference (Table-38).

TABLE-37

Adjusted Post test SRS Means of Populars

S.No.	Groups	N	Mx	My	My'x
1.	Control Group (CG)	40	11.78	9.13	8.77 (m1)
2.	Experimental Group-I (Exp-I)	40	10.58	10.28	10.45 (m2)
3.	Experimental Group-II (Exp-II)	40	10.53	10.38	10.57 (m3)
Total		120	10.96		

TABLE-38

Significance of Difference between Adjusted SRS Post test Means of Populars

Comparisons	SED	Sifnificant difference at		Direction of AdjustedMean diff.	Observed Mean diff.	Sig.
		0.05	0.01			
CG— Exp-I(m1-m2)	0.68	1.35	1.78	m1 < m2	1.68	S(0.05)
CG— Exp-II(m1-m3)	0.68	1.35	1.78	m1 < m3	1.80	S(0.01)
Exp-I— Exp-II (m2-m3)	0.68	1.35	1.78	m2 < m3	0.18	NS

It is evident from Table-37 that adjusted post test mean was lowest in the case of populars of control group, where no induction of teacher expectations was carried out. Table-38 shows that post test mean SRS score of populars belonging to experimental group-I and II were significantly higher than the adjusted SRS mean score of control group. When populars of experimental groups-I and II were compared in relation to their adjusted post test SRS mean, non-significant difference was obtained. These findings reveal that both positive and negative induction of teacher expectations are equally effective in bringing an improvement in the SRS of populars. In this connection, it could be stated that it is not the quality of induction provided to the teachers which is important, but the mere occurrence of it is significant. Induction of teacher expectations may be assumed to make teachers aware of the need to bring in an improvement in the social receptiveness of populars.

The effect of teacher expectations induction on populars' SRS was also analysed in relation to their sex. ANOVA (Table-39) suggested that the six groups of populars differed significantly both at pretest and post test stage (F-ratio significant). On further analysis, it was found that

significant post test F-ratio was not merely due to the differences present at pretest stage. On the other hand, it was revealed that significant differences really existed among the adjusted post test means. Table-40 presents the results obtained through ANACOVA.

TABLE-39

ANOVA for Pretest and Post test SRS scores of Male and Female Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	276.60	146.29	55.32	29.26		
Within Groups	114	1632.19	1180.03	14.32	10.35	3.86 S (0.01)	2.83 S (0.05)
Total	119	1908.79	1326.22				

TABLE-40

ANACOVA for SRS scores of Male and Female Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	276.60	146.29	93.93	115.92	23.18	2.81	2.94 S (0.05)
Within Groups	113	1632.19	1180.03	685.69	891.97	7.89		
Total	118	1908.79	1326.32	779.62				

In Table-41 and 42 the adjusted post test SRS means of male and female populars belonging to the three experimental groups are compared.

TABLE-41

Adjusted Post test SRS Means of Male and Female Populars

S.No.	Groups	N	Mx	My	My'x
1.	Control Group-Male(CG,M)	21	10.67	8.86	8.94(m1)
2.	Control Group-Female(CG,F)	19	13.00	9.42	8.52(m2)
3.	Experimental-I, Male(Exp-I,M)	28	11.18	11.14	11.01(m3)
4.	Experimental-I, Female(Exp-I,F)	12	9.17	8.25	8.96(m4)
5.	Experimental-II, Male(Exp-II,M)	20	8.60	9.45	10.40(m5)
6.	Experimental-II, Female(Exp-II,F)	20	12.45	11.30	10.63(m6)
Total		120	10.86)		

TABLE-42

Significance of Difference between Adjusted Post test SRS Means of Male and Female Populars

Comparison	SED	Significant difference at		Direction of adjusted mean diff.	Observed mean diff.	Sig.
		0.05	0.01			
CG,M-CG,F(m1-m2)	0.92	1.82	2.41	m1 > m2	0.42	NS
CG,M-Exp-I,M(m1-m3)	0.86	1.70	2.25	m1 < m3	2.07	S(0.05)
CG,M-Exp-I,F(m1-m4)	1.03	2.04	2.70	m1 < m4	0.02	NS
CG,M-Exp-II,M(m1-m5)	0.92	1.82	2.41	m1 < m5	1.46	NS
CG,M-Exp-II,F(m1-m6)	0.92	1.82	2.41	m1 < m6	1.69	NS
CG,F-Exp-I,M(m2-m3)	0.86	1.70	2.25	m2 < m3	2.49	S(0.01)
CG,F-Exp-I,F(m2-m4)	1.03	2.04	2.70	m2 < m4	0.44	NS
CG,F-Exp-II,M(m2-m5)	0.92	1.82	2.41	m2 < m5	1.88	S(0.05)
CG,F-Exp-II,F(m2-m6)	0.92	1.82	2.41	m2 < m6	2.11	S(0.05)
Exp-I,M-Exp-I,F(m3-m4)	0.99	1.96	2.59	m3 > m4	2.05	S(0.05)
Exp-I,M-Exp-II,M(m3-m5)	0.86	1.70	2.25	m3 > m5	0.61	NS
Exp-I,M-Exp-II,F(m3-m6)	0.86	1.70	2.25	m3 > m6	0.38	NS
Exp-I,F-Exp-II,M (m4-m5)	1.03	2.04	2.70	m4 < m5	1.44	NS
Exp-I,F-Exp-II,F(m4-m6)	1.03	2.04	2.70	m4 < m6	1.67	NS
Exp-II,M-Exp-II,F(m5-m6)	0.92	1.82	2.41	m5 < m6	0.23	NS

It is evident from Table-42 that there was a non-significant difference in the post test SRS scores of Male and Female popupars belonging to the control group and experimental group-II. Significant difference was, however, obtained in the case of experimental group-I, where it was found that male populars had a significantly higher mean SRS score than their female counterparts. This finding reveals that positive induction of teacher expectations is effective in bringing an improvement in the SRS of male populars, while no such effect is associated with the negative induction of teacher expectations.

That male populars of positive induction group are positively influenced by teachers' expectations, hasalso been brought out by the data. It was found that there was a significant difference between the adjusted mean SRS scores of male populars of experimental group-I and control group,

female populars of control group and male populars of experimental group-I, and male populars of experimental groupI and female populars of experimental group-I. The difference in all these comparisons was in favor of male populars of positive induction group. The data also revealed that male and female populars of experimental group-II did not differ significantly from male populars of experimental group-I, showing that while positive induction was effective in bringing an improvement in the case of male populars only, negative induction of expectations brings an equal improvement in the populars of both the sex-groups. The comparisons of male and female populars of experimental group-II with the male and female populars of control group also indicated towards this fact. Thus, on the whole, it becomes evident that there is an interaction between the sex of the populars and type of induction of teacher expectations in relation to the effect on populars' SRS.

Grade has also been considered as a significant variable in relation to the effect of positive and negative teacher expectations on the SRS of populars. It has been revealed by the data of present study that grade interacts significantly in this context (Table-43 & 44).

TABLE-43

ANOVA for Pretest and Post test SRS scores of Fourth and Fifth Grade Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among means	5	50.97	91.47	10.19	18.29	0.63 NS	1.69 NS
WithinGroups	114	1857.82	1234.85	16.30	10.83	(0.05)	(0.05)
Total	119	1908.79	1326.32				

TABLE-44

ANACOVA for Post test SRS scores of Fourth and Fifth Grade Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	50.97	91.47	-16.75	114.71	22.94		
Within Groups	113	1857.82	1234.85	796.37	893.43	7.91	2.81	2.90 S (0.05)
Total	118	1908.79	1326.32	779.62				

The adjusted post test SRS mean scores of populars falling into the six experimental groups(Table-45) reveal that positive teacher expectations bring in a considerable improvement in the SRS of fifth grade populars (Table-46).The significant difference between the populars of control group-5th grade and experimental group-I-5th grade, and experimetal group-I-5th grade and control group-5th grade support the above finding.The data also suggest that negative induction of teacher expectations also brings in a significant improvement in the SRS of 5th and 4th grade populars,which is more or less equal to the improvement experienced by the populars of experimental group-I-5th grade.It is interesting to find that 4th grade populars belonging to positive induction group were more or less similar to the 5th and 4th grade populars of control group. It is possible that the effect of no induction or positive induction on 4th grade populars is insignificant as compared to the effect of negative expectations ons on their SRS.

TABLE-45

Adjusted Post test SRS means of Populars of Fourth and Fifth Grades

S.No. Groups	N	Mx	My	My'x
1. Control Group-5th grade (CG-5)	22	11.73	8.68	8.53(m1)
2. Control Group-4th grade (CG-4)	18	11.83	9.67	9.30(m2)
3. Experimental-I-5th grade (Exp-I-5)	21	11.05	11.19	11.15(m3)
4. Experimental-I-4th grade (Exp-I-5)	19	10.05	9.26	9.65 (m4)
5. Experimental-II-5th grade (Exp-II-5)	21	10.38	10.00	10.25 (m5)
6. Experimental-II-4th grade (Exp-II-4)	19	10.68	10.79	10.91 (m6)
Total	120	10.96		

TABLE-46

Significance of Difference between Adjusted SRS Post test Means of Populars of Fourth and Fifth Grades

Comparison	SED	Significant difference at 0.05	0.01	Direction of adjusted mean diff.	Observed mean diff.	Sig.
CG-5--CG-4(m1-m2)	0.93	1.84	2.44	m1 < m2	0.95	NS
CG-5--Exp-I-5(m1-m3)	0.90	1.78	2.36	m1 < m3	2.80	S(0.01)
GG-5--Exp-I4(m1 -m4)	0.90	1.78	2.36	m1 < m4	1.30	NS
CG-5--Exp-II-5(m1-m5)	0.90	1.78	2.36	m1 < m5	1.90	S(0.05)
CG-5--Exp-II-4(m1-m6)	0.90	1.78	2.36	m1 < m6	2.56	S(0.01)
CG-4--Exp-I-5(m2-m3)	0.93	1.84	2.44	m2 < m3	1.85	S(0.05)
CG-4--Exp-I-4(m2-m4)	0.93	1.84	2.44	m2 < m4	0.35	NS
CG-4--Exp-II-5(m2-m5)	0.93	1.84	2.44	m2 < m5	0.95	NS
CG-4--Exp-II-4(m2-m6)	0.93	1.84	2.44	m2 < m6	1.61	NS
Exp-I-5--Exp-I-4(m3-m4)	0.90	1.78	2.36	m3 > m4	1.50	NS
Exp-I-5--Exp-II-5(m3-m5)	0.90	1.78	2.36	m3 > m5	0.90	NS
Exp-I-5--Exp-II-4(m3-m6)	0.90	1.78	2.36	m3 > m6	0.24	NS
Exp-I-4--Exp-II-5(m4-m5)	0.90	1.78	2.36	m4 < m5	0.60	NS
Exp-I-4--Exp-II-4(m4-m6)	0.90	1.78	2.36	m4 < m6	1.26	NS
Exp-II-5--Exp-II-4(m5-m6)	0.90	1.78	2.36	m5 > m6	0.66	NS

Age and grade variables are associated with each other to a large extent. It is likely that results obtained in relation to the effect of teacher expectations on SRS of populars belonging to fourth and fifth grades

will be associated in relation to the age variable. Table-47 and 48 reveal that post test scores of populars belonging to the high and low age groups of three experimental conditions differ significantly.

TABLE-47 SRS

ANOVA for pretest and post test/scores of high and low age Populars

Source of variation	df	SSx	SSy	Msx	MSy	Fx	Fy
Among Means	5	114.83	180.25	22.97	36.05	1.46	3.59 S (0.01)
Within groups Y	114	1793.96	1146.07	15.74	10.05		
Total	119	1908.79	1326.32				

TABLE-48

ANACOVA for SRS scores of High and Low Age Populars

Source of variation	df	SSx	SSy	SSxy	SSy 'x	MSy'x	SDy'x	F
Among Means	5	114.83	180.25	53.15	156.01	31.20	2.75	4.14 S (0.01)
Within groups	113	1793.96	1146.07	726.47	851.88	7.54		
Total	118	1908.79	1326.32	779.62				

When post test mean scores of the six groups of experimental subjects were adjusted through ANACOVA, it was found that positive and negative induction of teacher expectations has an equal effect on SRS of populars belonging to the high age group (Table-49 and 50). Subjects belonging to these two experimental groups were significantly higher than the subjects belonging to high age-control group. This shows that induction of teacher expectations, irrespective of its quality, determines to a large extent the high-age populars' SRS. A significant difference was also obtained in relation to the SRS of high age populars belonging to experimental

TABLE-49

Adjusted Post test SRS Means of High and Low Age Populars

S.No.	Groups	N	Mx	My	My.x
1.	Control Group-High Age(CG-HA)	18	12.44	9.28	8.69(m1)
2.	Control Group-Low Age (CG-LA)	22	11.22	9.00	8.90(m2)
3.	Experimentalgroup-I, HighAge (Exp-I, HA)	19	11.74	12.21	11.90(m3)
4.	Experimental-I, Low Age(Exp-I, LA)	21	9.52	8.52	9.10(m4)
5.	Experimental-II, HighAge(Exp-II,HA)	22	10.05	10.05	11.41(m5)
6.	Experimental-II, LowAge(Exp-II, LA)	18	11.11	10.78	10.71(m6)
Total		120	10.96		

TABLE-50

Significance of Difference between Adjusted SRS post test means of High and Low Age Populars

Comparisons	SED	Significant difference at 0.05	0.01	Direction of mean difference	Observed mean difference	Sig.
CG,HA-CG,LA (m1-m2)	0.91	1.80	2.38	m1 < m2	0.21	NS
CG,HA-Exp-I,HA (m1-m3)	0.91	1.80	2.38	m1 < m3	3.21	S(0.01)
CG,HA-Exp-I,LA (m1-m4)	0.91	1.80	2.38	m1 < m4	0.41	NS
CG,HA-Exp-II,HA (m1-m5)	0.91	1.80	2.38	m1 < m5	2.72	S(0.01)
CG,HA-Exp-II,LA (m1-m6)	0.96	1.90	2.52	m1 < m6	2.02	S(0.05)
CG,LA-Exp-I,HA (m2-m3)	0.88	1.74	2.31	m2 < m3	3.00	S(0.01)
CG,LA-Exp-I,LA (m2-m4)	0.88	1.74	2.31	m2 < m4	0.20	NS
CG,LA-Exp-II,HA (m2-m5)	0.88	1.74	2.31	m2 < m5	2.51	S(0.01)
CG,LA-Exp-II,LA (m2-m6)	0.91	1.80	2.38	m2 < m6	1.81	S(0.05)
Exp-I,HA-Exp-I,LA (m3-m4)	0.88	1.74	2.31	m3 > m4	2.80	S(0.01)
Exp-I,HA-Exp-II,HA (m3-m5)	0.88	1.74	2.31	m3 > m5	0.49	NS
Exp-I,HA-Exp-II,LA (m3-m6)	0.91	1.80	2.38	m3 > m6	1.19	NS
Exp-I,LA-Exp-II,HA (m4-m5)	0.88	1.74	2.31	m4 < m5	2,31	S(0.01)
Exp-I,LA-Exp-II,LA (m4-m6)	0.91	1.80	2.38	m4 < m6	1.61	NS
Exp-II,HA-Exp-II,LA (m5-m6)	0.91	1.80	2.38	m5 > m6	0.70	NS

group-I and II, and low age-control group. Here also, high age subjects belonging to the experimental group-I and II were found to differ significantly. Non-significant difference between the adjusted SRS scores of Low age subjects belonging to experimental group-I-low age and control group-low age suggests that positive induction of teacher expectations does not influences the SRS of populars of low age group. In contrast, data revealed that negative induction of teacher

expectations brings in a significant improvement in the SRS scores of low age populars, as compared to the high and low age populars belonging to no induction control groups. This finding has been supported by the comparison made between low age populars of experimental group-I and II, where the difference tended to be significant in favor of the later group. The overall picture seems to show that expect for low age populars belonging to positive induction group and the populars of control group where no induction was given to the teachers, populars of high and low age groups are equally and positively influenced by both positive and negative teacher expectations.

Achievement status of the populars has also been considered as an important variable in relation to the effect of teacher expectations on the SRS of populars. High and low achievement groups of populars were identified through the categorisation of data obtained for the three experimental groups of present study. ANOVA carried out in relation to the comparison of pretest and post test SRS scores of the six groups suggested that there was no significant difference among various groups (Table-51).

TABLE-51

ANOVA for Pretest and Post test SRS scores of Populars of High and Low Achievement

Source of Variation	df	ssx	SSy	MSx	MSy	Fx	Fy
Among Means	5	67.25	43.25	13.45	8.69	1.55 NS	0.77 NS
Within Groups	114	1841.54	1283.07	8.65	11.26	(0.05	(0.05)
Total	119	1908.79	1326.32				

However, when post test scores of these six groups based on the achievement status of populars were adjusted through ANACOVA, a significant F-ratio indicated the presence of differences (Table-52).

TABLE-52

ANACOVA for SRS scores of Populars of High and Low Achievement groups.

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	67.25	43.25	-43.43	92.67	18.53	2.85	2.29 S (0.05)
Within Groups	113	1841.54	1283.07	823.05	915.22	8.10		
Total	118	1908.79	1326.32	779.62				

Adjusted post test SRS mean scores of the six groups of populars and their comparisons with each other has been given in Table-53 and 54 respectively

TABLE-53

Adjusted Post test SRS means of High and Low Achievement Populars

S.No.	Groups	N	Mx	My	My'x
1.	Control Group-High Achievement (CG, HAch)	25	12.40	9.08	8.43(m1)
2.	Control Group-Low Achievement (CG, L.Ach.)	15	10.73	9.20	9.30(m2)
3.	Experimental-I-High Achievement (Exp-I, H.Ach.)	25	10.48	10.44	10.66(m3)
4.	Experimental-I-Low Achievement (Exp-I, L.Ach.)	15	10.73	10.00	10.10(m4)
5.	Experimental-II-High Achievement (Exp-II, H, Ach)	27	10.44	10.56	10.79(m5)
6.	Experimental-II-Low Achievement (Exp-II, L.Ach.)	13	10.69	10.00	10.12(m6)
Total		120	10.96		

TABLE-54

Significance of Mean difference between Adjusted SRS Post test Means of High and Low Achievement Populars

Comparisons	SED	Sig. diff. at 0.05	0.01	Direction of diff.	Observed Mean diff.	Sig.
CG,H.Ach-CG,L.Ach. (m1-m2)	0.94	1.86	2.46	$m1 < m2$	0.87	NS
CG,H.Ach-Exp-I,H.Ach(m1-m3)	0.80	1.58	2.10	$m1 < m3$	2.23	S(0.01)
CG,H.Ach-Exp-I,L.Ach(m1-m4)	0.94	1.86	2.46	$m1 < m4$	1.67	NS
CG,H.Ach-Exp-II,H.Ach(m1-m5)	0.80	1.58	2.10	$m1 < m5$	2.36	S(0.01)
CG,H.Ach-Exp-II,L.Ach (m1-m6)	1.00	1.98	2.62	$m1 < m6$	1.69	NS
CG,L.Ach-Exp-I,H.Ach (m2-m3)	0.94	1.86	2.46	$m2 < m3$	1.36	NS
CG,L.Ach-Exp-I,L.Ach (m2-m4)	1.05	2.08	2.75	$m2 < m4$	0.80	NS
CG,L.Ach-Exp-II,H.Ach(m2-m5)	0.94	1.86	2.46	$m2 < m5$	1.49	NS
CG,L.Ach-Exp-II,L.Ach(m2-m6)	1.11	2.20	2.91	$m2 < m6$	0.82	NS
Exp-I,H.Ach-Exp-I,L.Ach(m3-m4)	0.94	1.86	2.46	$m3 > m4$	0.56	NS
Exp-I,H.Ach-Exp-II,H.Ach(m3-m5)	0.80	1.58	2.10	$m3 < m5$	0.13	NS
Exp-I,H.Ach-Exp-II,L.Ach(M3-m6)	1.00	1.98	2.62	$m3 > m6$	0.54	NS
Exp-I,L.Ach-Exp-II,H.Ach(m4-m5)	0.94	1.86	2.46	$m4 < m5$	0.69	NS
Exp-I,L.Ach-Exp-II,L.Ach(m4-m6)	1.11	2.20	2.91	$m4 < m6$	0.02	NS
Exp-II,H.Ach-Exp-II,L.Ach(m5-m6)	1.00	1.98	2.62	$m5 > m6$	0.67	NS

Table-54 indicates that there was a significant difference between the mean SRS scores of populars belonging to control-high achievement and experimental-I-high achievement group. Similarly, a significant difference was also found between the scores of populars belonging to control group-high achievement and experimental group-II-high achievement. In both of these comparisons, high achievement populars of control group were significantly lower in their SRS. This suggests that irrespective of the quality of induction of teacher expectations, high achieving populars improved significantly more than their counterparts belonging to no induction treatment group. A further look in Table-54 suggests that though various comparisons made yielded non-significant difference between the groups, a trend to support the proposition that positive and negative induction of teacher expectations are equally effective in bringing a significant

improvement among both high and low achievement populars as compared to the high and low achievement populars of no induction group. Still further, adjusted mean scores (Table-53) of low achievement groups of populars belonging to experimental group -I and II were lower than their high achievement counterparts. It might be possible that low achievement populars are not influenced by their teachers' expectations to the extent that is evident among their high achievement counterparts. Further research on this aspect is recommended by the data of present study.

The SRS of neglectees was also analysed in relation to positive and negative induction treatments. The ANOVA and ANACOVA (Table-55 & 56 respectively) suggested that post test mean SRS scores of the three experimental groups differed in a significant way.

TABLE-55

ANOVA for pretest and post test SRS scores of Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	2	0.52	17.22	0.26	8.61	0.44 NS (0.05)	3.46 S (0.05)
Within Groups	117	69.07	290.75	0.59	2.49		
Total	119	69.59	307.97				

TABLE-56

ANACOVA for SRS scores of Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	2	0.52	17.22	2.69	16.21	8.11	1.58	3.26 S (0.05)
Within groups	116	69.07	290.75	12.03	288.65	2.49		
Total	118	69.59	307.97	14.42				

TABLE-57
Adjusted Post test SRS means of Neglectees

S.No.	Groups	N	Mx	My	My'x
1.	Control Group (CG)	40	1.70	3.50	3.49(m1)
2.	Experimental-I (Exp-I)	40	1.68	2.98	2.97(m2)
3.	Experimental -II(Exp-II)	40	1.55	2.58	2.60(m3)
Total		120	1.64		

TABLE-58
Significance of difference between Adjusted SRS Means of Neglectees

Comparison	SED	Significant diff. at 0.05	0.01	Direction of mean diff.		Observed mean diff.	Sig.
CG--Exp-I (m1-m2)	0.38	0.75	1.00	m1	m2	0.52	NS
CG--Exp-II(m1-m3)	0.38	0.75	1.00	m1	m3	0.89	S(0.05)
Exp-I--Exp-II(m2-m3)	0.38	0.75	1.00	m2	m3	0.37	NS

The mean post test scores(adjusted) suggested that neglectees of control group experienced the highest level of improvement in their SRS(Table-57). Comparison among the three means(Table-58) pointed out that there was no significant difference between the neglectees of control group and experimental group-I, which showed that positive induction of teacher expectations was in effective in bringing a change in the SRS of neglectees. A significant difference was obtained when the SRS scores of control group and experimental group-II were compared. It was found that the mean SRS score of neglectees belonging to negative induction group was significantly lower than the mean SRS score of control group. This points out the fact that negative induction of teacher expectations influenced the SRS scores of neglectees in a significant way. It is interesting to find that positive and negative induction of teacher expectations were more or less equal

in bringing a positive change in the SRS of neglectees.However, as it is evident from Table-58,negative induction was more effective in lowering the mean SRS score of neglectees as compared to the effectiveness of positive induction of teacher expectations in improving the SRS of neglectees.It may be assumed that ineffectiveness of positive induction of teacher expectations in bringing a predicted change in neglectees' SRS is either due to low or no acceptance of induction by the teachers or due to the obvious disparity between the expectation-induction and actual social status of neglectees in the classrooms.

The effect of positive and negative induction of teacher expectations on SRS of neglectees was also analysed in relation to their sex.It was found that various sex groups of neglectees who belonged to the three experimental conditions,did not differ in relation to their pretest and post test SRS scores(Table-59).The insignificant difference was also revealed by the ANACOVA carried out in this context(Table-60).

TABLE-59

ANOVA for Pretest and Post test SRS scores of Male and Female Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	2.76	25.91	0.55	5.18	0.93	2.10
WithinGroups	114	66.83	282.06	0.59	2.47	(NS (0.05)	NS (0.05)
Total	119	69.59	307.97				

TABLE-60

ANACOVA for SRS scores of Male and Female Neglectees

Source of Variation	df	SSx	SSy	ssxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	2.76	25.91	6.96	23.70	4.74	1.53	1.90 NS (0.05)
Within Groups	113	66.83	282.06	7.76	281.16	2.49		
Total	118	69.59	307.97	14.72				

Findings obtained in relation to the sex variable of neglectees suggest that sex is not an importantvariable in the context of teacher expectation and its effects on SRs of neglectees.

The grade in which neglectees were studying has also been analysed in relation to the effect of teacher expectations on SRS.Significant differences among the groups were revealed by ANOVA and ANACOVA(Table-61 and 62 respectively).

Table-61

ANOVA for Pretest and Posttest SRS scores of Fourthand Fifth grade neglectees.

Source of Variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	2.22	41.10	0.44	8.22	0.75 NS (0.05)	3.51 S (0.01)
WithinGroups	114	67.37	266.87	0.59	2.34		
Total	119	69.59	307.97				

TABLE-62

ANACOVA for SRS scores of Fourth and Fifth Grade Neglectees

Source of variation	df.	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	2.22	41.10	0.51	40.99	8.20	1.53	3.50 S(0.01)
Within Groups	113	67.37	266.87	14.21	263.87	2.34		
Total	118	69.59	307.97	14.72				

Adjusted post test means of neglectees belonging to the six groups are given in Table-63.

TABLE-63

Adjusted Post test SRS Means of Fourth and Fifth Grade Neglectees

S.No.	Groups	N	Mx	My	My.x
1.	Control Group-5th Grade(CG-5)	21	1.57	3.29	3.30(m1)
2.	Control Group-4th Grade(CG-4)	19	1.84	3.74	3.70(m2)
3.	Experimental-I,5th Grade(Exp-I,5)	22	1.68	2.50	2.49(m3)
4.	Experimental-I,4thGrade(Exp I,4)	18	1.67	3.56	3.55(m4)
5.	Experimental-II,5thGrade(Exp-II,5)	22	1.41	3.05	3.10(m5)
6.	Experimental-II,4thGrade(Exp-II,4)	18	1.72	2.00	1.98(m6)
Total		120	1.64		

When these adjusted post test SRS means were compared with each other, it was found that neglectees belonging to 4th grade-experimental-II were significantly lower than neglectees of control group studying in 5th grade. (Table-64)

TABLE-64

Significance of difference between Adjusted SRS Means of Fourth and Fifth Grade Neglectees

Comparisons	SED	Sig. Diff. at 0.05	0.01	Direction of diff.	Observed diff.	Sig.
CG,5--CG,4(m1-m2)	0.49	0.97	1.28	m1 < m2	0.40	NS
CG,5--Exp-I,5(m1-m3)	0.49	0.97	1.28	m1 > m3	0.81	NS
CG,5--Exp-I,4(m1-m4)	0.49	0.97	1.28	m1 < m4	0.25	NS
CG,5--Exp-II,5(m1-m5)	0.49	0.97	1.28	m1 > m5	0.20	NS
CG,5--Exp-II,4(m1-m6)	0.49	0.97	1.28	m1 > m6	1.32	S(0.01)
CG,4--Exp-I,5(m2-m3)	0.49	0.97	1.28	m2 > m3	1.21	S(0.05)
CG,4--Exp-I,4(m2-m4)	0.49	0.97	1.28	m2 > m4	0.15	NS
CG,4--Exp-II,5(m2-m5)	0.49	0.97	1.28	m2 > m5	0.60	NS
CG,4--Exp-II,4(m2-m6)	0.49	0.97	1.28	m2 > m6	1.72	S(0.01)
Exp-I,5--Exp-I,4(m3-m4)	0.49	0.97	1.28	m3 < m4	1.06	S(0.05)
Exp-I,5--Exp-II,5(m3-m5)	0.49	0.97	1.28	m3 < m5	0.61	NS
Exp-I,5--Exp-II,4(m3-m6)	0.49	0.97	1.28	m3 > m6	0.51	NS
Exp-I,4--Exp-II,5(m4-m5)	0.49	0.97	1.28	m4 > m5	0.45	NS
Exp-I,4--Exp-II,4(m4-m6)	0.49	0.97	1.28	m4 > m6	1.57	S(0.01)
Exp-II,5--Exp-II,4(m5-m6)	0.49	0.97	1.28	m5 > m6	1.12	S(0.05)

Significant difference was also obtained in the comparison made between control group-4th grade and experimental group-II,4th grade. In this comparison, it were the neglectees belonging to control group who scored higher

SRS mean. Thus, it becomes clear that 4th grade neglectees who were subjectees to negative teacher expectations, were negatively influenced in relation to their SRS. Fifth grade neglectees of experimental group-II were, however, not influenced in a similar manner. It means that expression of negative expectations by the teacher is more influencoive among 4th grade neglectees only.

In addition to revealing the fact that 4th grade neglectees are more sensitive to negative expectations of the teacher and 5th grade neglectees are insensitive towards such expectations, data of the present study also revealed that 4th grade neglectees are also more sensitive to positive expectations. It was found that 4th grade neglectees of experimental group-I differed significantly from 5th grade neglectees of experimental group-I. Though the effect of positive induction on SRS of neglectees studying in 4th and 5th grades is not significant, differential influence of such expectations across the two grades was established by the data.

Age of neglectees has also been found to be significant in determining the effect of teacher expectations on their SRS. The significant F-ratio for post test scores, obtained through ANOVA and ANACOVA (Table-65 &66) revealed that differential effects existed within different age-groups of neglectees.

TABLE-65

ANOVA for Pretest and Post test SRS scores of High and Low Age Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	3.29	30.99	0.66	6.20	1.14	2.55
WithinGroups	114	66.30	276.98	0.58	2.43	NS(0.05)	S(0.05)
Total	119	69.59	307.97				

TABLE-66

ANACOVA for SRS scores of High and Low Age Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy·x	MSy·x	SDy·x	F
Among Means	5	3.29	30.99	6.76	28.84	5.77	1.56	2.36
WithinGroups	113	66.30	276.98	7.96	276.02	2.44		S(0.05)
Total	118	69.59	307.97	14.72				

Adjusted post test scores and their comparisons with each other(Table-67 & 68 respectively) revealed that negative induction of teacher expectations tended to lower the mean SRS score of both the high and low age-group neglectees.Although comparisons between respective control and negative induction groups of neglectees did not yield significant results,a tendency to attain this was evident in the data.Significant difference was noted in relation to the mean SRS of control group,low age and experimental group-I,low age,where neglectees of control group were found to be higher.This points out that positive induction of teacher expectations does not brings in a significant improvement in the SRS of low age neglectees.The significant difference between the post test SRS of high and low age neglectees of positive induction group indicated that positive induction of teacher expectations,infact,caused a lowering in mean SRS score of low age neglectees.Further,non-significant difference

TABLE-67

Adjusted Post test SRS Means of High and Low Age Neglectees

S.No.	Groups	N	Mx	My	My·x
1.	Control Group,High Age(CG,HA)	21	1.57	3.48	3.49(m1)
2.	Control Group,Low Age(CG,LA)	19	1.84	3.53	3.51(m2)
3.	Experimental-I,High Age(Exp-I,HA)	23	1.83	3.48	3.46(m3)
4.	Experimental-I,Low Age(Exp-I,LA)	17	1.47	2.29	2.31(m4)
5.	Experimental-II,High Age(Exp-II,HA)	25	1.44	2.60	2.62(m5)
6.	Experimental-II,LowAge(Exp-II,LA)	15	1.73	2.53	2.52(m6)
Total		120	1.64		

TABLE-68

Significance of difference between Adjusted SRS Means of High and Low Age Neglectees

Comparison		SED	Sig. Diff at 0.05	0.01	Direction of diff.	Observed mean diff	Sig.
CG,HA-CG,LA	(m1-m2)		0.99	1.31	m1 < m2	0.02	NS
CG,HA-Exp-I,HA	(m1-m3)	0.47	0.93	1.23	m1 > m3	0.03	NS
CG,HA-Exp-I,LA	(m1-m4)	0.51	1.01	1.34	m1 > m4	1.18	S(0.05)
CG,HA-Exp-II,HA	(m1-m5)	0.47	0.93	1.23	m1 > m5	0.87	NS
CG,HA-Exp-II,LA	(m1-m6)	0.55	1.09	1.44	m1 > m6	0.97	NS
CG,LA-Exp-I,HA	(m2-m3)	0.47	0.93	1.23	m2 > m3	0.05	NS
CG,LA-Exp-I,LA	(m2-m4)	0.51	1.01	1.34	m2 > m4	1.20	S(0.05)
CG,LA-Exp-II,HA	(m2-m5)	0.47	0.93	1.23	m2 > m5	0.89	NS
CG,LA-Exp-II,LA	(m2-m6)	0.55	1.09	1.44	m2 > m6	0.99	NS
Exp-I,HA-Exp-I,LA	(m3-m4)	0.50	0.99	1.31	m3 > m4	1.15	S(0.05)
Exp-I,HA-Exp-II,HA	(m3-m5)	0.44	0.87	1.15	m3 > m5	0.84	NS
Exp-I,HA-Exp-II,LA	(m3-m6)	0.51	1.01	1.34	m3 > m6	0.94	NS
Exp-I,LA-Exp-II,HA	(m4-m5)	0.50	0.99	1.31	m4 < m5	0.31	NS
Exp-I,LA-Exp-II,LA	(m4-m6)	0.56	1.11	1.47	m4 < m6	0.21	NS
Exp-II,HA-Exp-II,LA	(m5-m6)	0.51	1.01	1.34	m5 > m6	0.10	NS

between the SRS of high and low age neglectees of negative induction group suggested that negative induction of teacher expectations operates similarly within the two age groups.

Achievement status of neglectees was also considered in relation to the effect of positive and negative induction of teacher expectations on their SRS. It should be recalled that among neglectees the frequency of high achievers was relatively low and, infact, there were no high achievement status neglectees in control group. Thus, only five groups of neglectees were available for comparison, when achievement variable was inserted in the pretest-post test-three experimental groups analysis. Both ANOVA and ANACOVA carried out in this context revealed that significant differences existed among the various groups in relation to their post test SRS means (Table-69 & 70 respectively). The adjusted post test mean scores of these groups are given in Table-71.

TABLE-69
ANOVA for Pretest and Post test SRS scores of High and Low Achievement Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	0.94	26.53	0.24	6.63	0.40 NS (0.05)	2.70 S (0.05))
WithinGroups	115	68.65	281.44	0.60	2.45		
Total	119	69.59	307.97				

TABLE-70
ANACOVA for SRS scores of High and Low Achievement Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy.x	F
Among Means	4	0.94	26.53	0.86	26.23	6.56	1.56	2.69 S (0.05)
WithinGroups	114	68.65	281.65	13.86	278.63	2.44		
Total	119	69.59	307.97	14.42				

TABLE-71
Adjusted Post test SRS means of High and Low Achievement Neglectees

S.No.	Groups	N	Mx	My	My'x
1.	Control Group,Low Achievement (CG,LAc)	40	1.70	3.50	3.49(m1)
2.	Experimental-I,High Achievement (Exp-I,HAc)	3	1.33	4.67	4.73(m2)
3.	Experimental-I,Low Achievement (Exp-I,LAc)	37	1.70	2.84	2.83(m3)
4.	(Exp-II,HAc)Experimental-II,High Achievement	3	1.67	2.67	2.66(m4)
5.	Experimental-II,Low Achievement (Exp-II,LAc)	37	1.54	2.57	2.59(m5)
	Total	120	1.64		

It is evident from Table-71 that highest post test SRS mean was associated with the neglectees of high achievement,experimental group-I.The adjusted post test SRS means of other groups of neglectees seem to be more or less equal.Test of significance of difference of these groups is given inTable-72.

TABLE-72

Significance of Difference between Adjusted SRS Means of High and Low Achievement Neglectees

Comparison	SED	Sig. diff. at 0.05	0.01	Direction of diff.	Observed diff.	Sig.
CG,LAc-Exp-I,HAc	(m1-m2) 0.94	1.86	2.46	m1 < m2	1.24	NS
CG,LAc-Exp-I,LAc	(m1-m3) 0.37	0.73	0.97	m1 > m3	0.66	NS
CG,LAc-Exp-II,HAc	(m1-m4) 0.94	1.86	2.46	m1 > m4	0.83	NS
CG,LAc-Exp-II,LAc	(m1-m5) 0.37	0.73	0.97	m1 > m5	0.90	S(0.05)
Exp-I,HAc-Exp-I,LAc	(m2-m3) 0.94	1.86	2.46	m2 > m3	1.90	S(0.05)
Exp-I,HAc-Exp-II,HAc	(m2-m4) 1.26	2.49	3.30	m2 > m4	2.07	NS
Exp-I,HAc-Exp-II,LAc	(m2-m5) 0.94	1.86	2.46	m2 > m5	2.14	S(0.05)
Exp-I,LAc-Exp-II,HAc	(m3-m4) 0.94	1.86	2.46	m3 > m4	0.17	NS
Exp-I,LAc-Exp-II,LAc	(m3-m5) 0.37	0.73	0.97	m3 > m5	0.24	NS
Exp-II,HAc-Exp-II,LAc	(m4-m5) 0.94	1.86	2.46	m4 > m5	0.07	NS

It is evident from Table-72 that there was no significant difference between the SRS means of neglectees belonging to control group-low achievement and experimental group-I, low achievement. Even the high achievement neglectees belonging to experimental group-I have not improved significantly more than the low achievement neglectees of no induction group. A significant difference was, however, obtained when high and low achievement neglectees belonging to positive induction group were compared. It was found that high achievement neglectees were significantly higher in their post test SRS scores. This reveals that positive induction of teacher expectations tends to improve the SRS of high achievement neglectees. A significant difference was also obtained in relation to the comparison made between ow achievement neglectees of control group and experimental-group-II. This finding pointed out that negative induction of teacher expectations tends to lower the SRS of low achievement neglectees. In general, it is evident from the analysis that positive induction of teacher expectations tends to

improve the SRS of high achievement neglectees, while negative induction of teacher expectations lowers the SRS of low achievement neglectees.

3.0. TEACHER EXPECTATIONS AND EMOTIONAL EXPANSIVENESS STATUS (EES) OF POPULARS AND NEGLECTEES

Emotional Expansiveness Status(EES) of an individual child within the classroom group refers to the number of classmates choosen by him or her on a sociometric questionnaire. It was hypothesised that teacher expectations of positive and negative nature will influence the EES of both populars and neglectees. Data of present study were analysed to explore this aspect and, in general, it was revealed that EES of both populars and neglectees was not influenced by positive and negative induction of teacher expectations. ANOVA and ANACOVA carried out on this aspect/ are given in Tables-73-76.

TABLE-73

ANOVA for pretest and post test EES scores of Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	2	28.72	2.22	14.36	1.11	3.51 (S(0.05)	0.31 NS(0.05)
WithinGroups	117	478.87	418.95	4.09	3.58		
Total	119	507.59	421.17				

TABLE-74

ANACOVA for EES scores of Populars

Source of variation	df	ssx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	2	28.72	2.22	-5.99	2.63	1.32	1.90	0.37 NS (0.05)
WithinGroups	116	478.87	418.95	18.57	418.23	3.61		
Total	118	507,59	421.17	12.58				

TABLE-75
ANOVA for Pretest and Post test EES scores of Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	F	Fy
Among means	2	5.02	2.45	2.51	1.23	0.68 NS		.38 NS
Within Groups	117	432.95	377.87	3.70	3.23	(0.05)		(0.05)
Total	119	437.97	380.32					

TABLE-76
ANCOVA for EES scores of Neglectees

Source of variation	df	SSx	SSy	SSxy	SSyx	MSyx	SDyx	F
Among means	2	5.02	2.45	3.18	1.07	0.54	1.72	0.18 NS
Within Groups	116	432.95	377.87	119.67	344.79	2.97		(0.05)
Total	118	437.97	380.32	122.85				

In the context of this finding, a review of the definitions of populars and neglectees need to be done. It could be pointed out that neglectees in a particular group are individuals choosen by fellow group-members to a relatively lesser degree. Conversely, populars in a particular group are the individuals choosen by fellow group-members in a more frequent manner. By definitions, populars are not necessarily the best choosers of their group. A leader of the group need not always to be relying or giving his choices to a number of individuals. Similarly, neglected individuals of the classroom group may have personality patterns specific to themselves and may have a tendency to confine within their own selves. Expectations of teachers seem to be ineffective to change these personality dispositions of populars and neglectees. Futher, in the context of present study, it should also be recalled that induction provided to the teachers, so as to

change their expectations for individual children,was worded in such a manner that it indicated the likelihood of a particular type of socimetric change.Specifically,it stated that a particular individual is likely to either gain or loose on account of his social status in the classroom.The induction contained no such commentas to the likelihood of these individuals attaining more and more emotional expansiveness.Interpreted in this light,findings obtained through present study in relation to EES of populars and neglectees seem to be a natural outcome of the experiment.

The effect of positive and negative induction of teacher expectations on populars' and neglectees' EES was also analysed in relation to their sex.ANOVA and ANACOVA pertaining to this aspect has been given in Tables-77 -80.

TABLE-77

ANOVA for Pretest and P0st test EES scores of Male and Female Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	54	45.68	12.65	9.14	2.53	2.26 NS (0.05)	0.71 NS (0.05)
WithinGroups	114	461.91	408.52	4.05	3.58		
Total	119	507.59	421.17				

TABLE-78

ANACOVA for EES scores of Male and Female Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	45.68	12.65	-10.42	13.49	2.70	1.90	0.75 NS (0.05)
WithinGroups	113	461.91	408.52	23.03	407.37	3.61		
Total	118	507.59	421.17	12.58				

TABLE-79

ANOVA for Pretest and Post test EES scores of Male and Female Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	8.83	5.19	1.77	1.04	0.47 NS (0.05)	0.32 NS (0.05)
Within Groups	114	429.14	375.13	3.76	3.29		
Total	119	437.97	380.32				

TABLE-80

ANCOVA for EES scores of Male and Female Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy.x	MSy.x	SDy.x	F
Among Means	5	8.83	5.19	4.48	3.38	0.68	1.74	0.22 NS (0.05)
WithinGroups	113	429.14	375.13	118.37	342.48	3.03		
Total	118	437.97	380.32	122.85				

It is evident fromTable-77-78 that the effect of teacher expectations on EES of male and female populars was non-significant. Similarly, Table-79 & 80 revealed that EES of male and female neglectees was not effected by positive and negative induction of teacher expectations. Non-significant effects of positive and negative teacher expectations on the EES of both populars nand neglectees has also been obtained in relation to their grade, age and achievement status (Tables-81-92). It seems that EES of populars and neglectees is not effected by both positive and negative teacher expectations.

TABLE-81

ANOVA for Pretest and Post test EES scores of Fourth and Fifth Grade Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	36.20	7.76	7.24	1.55	1.75 NS (0.05)	0.43 NS (0.05)
Within Groups	114	471.39	413.41	4.14	3.63		
Total	119	507.59	421.17				

TABLE-82

ANACOVA for EES scores of Fourth and Fifth Grade Populars

Source of variation	df	SSx	SSy	SSxy	SSy·x	MSy·x	SDy·x	F
Among Means	5	36.20	7.76	-3.62	8.01	1.60	1.91	0.44 NS (0.05)
Within Groups	113	471.39	413.41	16.20	412.85	3.65		
Total	118	507.59	421.17	12.58				

TABLE-83

ANOVA for Pretest and Post test EES scores of Fourth and Fifth Grade Neglectees

Source of variation	df	SSx	SSy	MSx	MSx	Fx	Fy
Among Means	5	26.08	21.85	5.22	4.37	1.45 NS (0.05))	1.39 NS (0.05)
Within Groups	114	411.89	358.47	3.61	3.14		
Total	119	437.97	380.32				

TABLE-84

ANACOVA for EES scores of Fourth and Fifth Grade Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy·x	MSy·x	SDy·x	F
Among Means	5	26.08	21.85	20.74	12.70	2.55	1.72	0.86 NS (0.05)
Within Groups	113	411.89	358.47	102.11	333.16	2.95		
Total	118	437.97	380.32	122.85				

TABLE-85

ANOVA for Protest and Post test EES scores of High and Low Age Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	34.68	16.68	6.94	3.34	1.67 NS (0.05)	0.94 NS (0.05)
Within Groups	114	472.91	404.49	4.15	3.55		
Total	119	507.59	421.17				

TABLE-86

ANACOVA for EES scores of High and Low Age Populars

Source of variation	df	SSx	SSy	SSxy	SSy·x	MSy·x	SDy·x	F
Among Means	5	34.68	16.68	1.20	16.64	3.33	1.89	0.93 NS (0.05)
Within Groups	113	472.91	404.49	11.38	404.22	3.58		
Total	118	507.59	421.17	12.58				

TABLE-87

ANOVA for Pretest and Post test EES scores of High and Low Age Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	14.55	8.66	2.91	1.73	0.78 NS	0.53 NS
Within Groups	114	423.42	371.66	3.71	3.26	(0.05)	(0.05)
Total	119	437.97	380.32				

TABLE-88

ANACOVA for EES scores of High and Low Age Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	14.55	8.66	10.67	3.92	0.78	1.74	026 NS
Within Groups	113	423.42	371.66	112.18	341.94	3.03		(0..05)
Total	118	437.97	380.32	122.85				

TABLE-89

ANOVA for Protest and Post test EES scores of High and Low Achievement Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	37.39	5.11	7.48	1.02	1.82 NS	0..28 NS
Within Groups	114	470.20	416.06	4.12	3.65	(0.05)	(0..05)
Total	119	507.59	421.17				

TABLE-90

ANACOVA for EES scores of High and Low Achievement Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	37.39	5.11	-9.50	5.84	1.17	1.92	0.32 NS
Within Groups	113	470.20	416.06	22.08	415.02	3.67		
Total	118	507.59	421.17	12.58				

TABLE-91

ANOVA for Pretest and Post test EES scores of High and Low Achievement Neglectees

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	5	6.82	9.37	1.36	1.87	0.36 NS	0.58 NS
Within Groups	114	431.15	370.95	3.75	3.23	(0.05)	(0.05)
Total	119	437.97	380.32				

TABLE-92
ANACOVA for EES scores of High and Low Achievement Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	5	6.82	9.37	0.02	9.90	2.48	1.72	0.84 NS (0.05)
Within Groups	113	431.15	370.95	122.83	355.96	2.97		
Total	118	437.97	380.32	122.85				

4.0.TEACHER EXPECTATIONS AND TEACHER RATING SCORE(TRS) OF POPULARS AND NEGLECTEES:

In addition to the three indices of social status of an individual(viz.SMS,SRS,EES),an index of teacher rating was also analysed in relation to the effect of positive and negative induction of teacher expectations.Three important considerations emphasised the need to analyse teacher ratings of student's social characteristics in relation to their expectations.Firstly the very nature of induction procedure i.e. supplying teachers biased information about the social status and functioning of selected children of their classrooms,made it necessary to assess that whether teachers have assimilated the induction or not.It was expected that when a teacher will assimilate the induction provided to him,he is more likely to rate children of his classroom in an induction-congruent manner.Secondly,the theoretical question proposed by different investigators about the effectiveness of induced expectations in bringing a change in teacher ratings emphasised the need to undertake this analysis. Thirdly,teacher ratings are more directly related with induced expectations than the sociometric criteria determined by the choices of group-members,and are,therefore,more likely

to be affected by induction of teacher expectations. It is in the light of these considerations that effect of positive and negative induction of teacher expectations on the teacher rating score of populars and neglectees was analysed.

The general analysis revealed that there was no significant difference in the effect of positive and negative induction of teacher expectations on the TRS of populars. The ANOVA and ANACOVA revealing this fact are presented in Tables-93 & 94 respectively. It is evident from these tables that post test mean TRS of the three experimental groups did not differ significantly.

TABLE-93

ANOVA for Pretest and Post test TRS of Populars

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	2	0.72	351.62	0.36	17581	0.002 NS	2.73 NS
Within Groups	117	18497.65	7536.97	158.10	64.42	(0.05)	(0.05)
Total	119	18498.37	7888.59				

TABLE-94

ANACOVA for TRS of Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy.x
Among Means	2	0.72	351.62	-7.51	351.77	175.89
Within Groups	116	18497.65	7536.97	184.83	7535.12	64.96
Total	118	18498.37	7888.59	177.32		

SDy'x=8.06 F=2.71NS(0.05)

Sex of the populars was also considered in relation to the effect of teacher expectations on TRS. An ANOVA and ANACOVA(Table-95-96) revealed that post test means of various sub-groups of populars have significant differences. Computation of adjusted post test TRS means was carried out. These means are given in Table-97.

TABLE-95

ANOVA for Pretest and Post test TRS of Male and Female Populars

Source of variation	df	SSx	SSy	MSxx	MSy
Among Means	5	753.84	958.28	150.77	191.66
Within Groups	114	17744.53	6930.31	155.65	60.79
Total	119	18498.37	7888.59		

Fx=0.97 NS(0.05) Fy=3.15 S(0.05)

TABLE-96

ANACOVA for TRS of Male and Female Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	5	753.84	958.28	-290.30	968.90	193.78
WithinGroups	113	17744.53	6930.31	467.62	6917.99	61.22
Total	118	18498.37	7888.59	177.32		

SDy'x =7.82 F=3.17 S(0.01)

TABLE-97

Adjusted Post test TRS Means of Male and Female Populars

S.No.	Groups	N	Mx	My	My'x
1.	Control Group,Male	(CG,M)21	70.43	66.19	66.09(m1)
2.	Control Group,Female	(CG,F)19	63.68	67.42	67.52(m2)
3.	Experimental-I,Male	(Exp-I,M)28	66.79	68.61	68.62(m3)
4.	Experimental-I,Female	(Exp-I,F)12	67.75	75.25	75.23(m4)
5.	Experimental-II,Male	(Exp-II,M)20	69.75	64.85	64.77(m5)
6.	Experimental-II,Female	(Exp-II,F)20	64.35	69.55	69.63(m6)
Total		120	67.12		

It is evident from Table-97 that highest mean TRS was associated with populars belonging to experimental group-I. When comparisons between the various subgroups were made, further light on the differential effects of positive and negative induction of teacher expectations on male and female populars' TRS was thrown (Table-98)

The data presented in Table-98 revealed that there was no significant difference between the adjusted post test TRS means of male populars belonging to the control group and experimental group-I. This reveals that positive induction

TABLE-98

Significance of Difference between Adjusted TRS means of Male and Female Populars

Source of variation	df	SSx						
Comparisons			SED	Sig. Diff. at0.05	0.01	Direction of mean diff.	Observed diff.	Sig.
CG,M-CG,F		(m1-m2)	2.50	4.95	6.55	m1 < m2	1.43	NS
CG,M-Exp-I,M		(m1-m3)	2.35	4.65	6.16	m1 < m3	2.53	NS
CG,M-Exp-I,F		(m1-m4)	2.82	5.58	7.39	m1 < m4	9.14	S(0.01)
CG,M-Exp-II,M		(m1-m5)	2.50	4.95	6.55	m1 > m5	1.32	NS
CG,M-Exp-II,F		(m1-m6)	2.50	4.95	6.55	m1 < m6	3.54	NS
CG,F-Exp-I,M		(m2-m3)	2.35	4.65	6.16	m2 < m3	1.10	NS
CG,F-Exp-I,F		(m2-m4)	2.82	5.58	7.39	m2 < m4	7.71	S(0.01)
CG,F-Exp-II,M		(m2-m5)	2.50	4.95	6.55	m2 > m5	2.75	NS
CG,F-Exp-II,F		(m2-m6)	2.50	4.95	6.55	m2 < m6	2.11	NS
Exp-I,M-Exp-I,F		(m3-m4)	2.74	5.43	7.18	m3 < m4	6.61	S(0.05)
Exp-I,M-Exp-II,M		(m3-m5)	2.35	4.65	6.16	m3 > m5	3.85	NS
Exp-I,M-Exp-II,F		(m3-m6)	2,35	4.65	6.16	m3 < m6	1.01	NS
Exp-I,F-Exp-II,M		(m4-m5)	2.82	5.58	7.39	m4 > m5	10.46	S(0.01)
Exp-I,F-Exp-II,F		(m4-m6)	2.82	5.58	7.39	m4 > m6	5.60	S(0.05)
Exp-II,M-Exp-II,F		(m5-m6)	2.50	4.95	6.55	m5 < m6	4.86	NS

The data presented in Table-98 revealed that there was no significant difference between the adjusted post test TRS means of male populars belonging to control group and experimental group-I. This reveals that positive induction of teacher expectations have not facilitated a significant improvement in the TRS of male populars. Further, this may be taken as an indication towards the fact that teachers are less likely to accept positive information related with male populars of their classroom.

The comparison between mean TRS of female populars belonging to control and experimental group-I have indicated the presence of significant differences. It was found that female populars belonging to experimental group-I were higher in their post test scores than their female counterparts belonging to control group. This suggested that induction

of teacher expectations about the social status of female populars was effective in facilitating an improvement in the TRS of female populars.Further,data also suggested that positive induction of teacher expectations about female populars is more effective than the positive induction about male populars.This finding was also supported by a significant difference between the mean TRS of male and female populars of positive induction group.All these findings tend to reveal that positive induction of teacher expectations stimulates teachers to rate 'populars',particularly female populars,in a positive manner.

The effect of negative induction of teacher expectations on TRS of male and female populars was also analysed.It was found that there was no significant difference between the post test mean TRS of male populars belonging to control group and experimental group-II.Similarly,an insignificant difference was found to exist between the scores of female populars of these two groups.These comparisons tended to reveal that negative induction of teacher expectations did not facilitate an induction-congruent lowering of TRS among populars.However,when the directions of difference in these comparisons were considered,important tendencies became evident.It was found that while negative induction was relatively more effective in lowering the TRS of male populars,in the case of female populars it has facilitated an improvement in TRS.This improvement in the TRS of female populars belonging to experimental group-II had a tendency to be higher than the improvement observed by male and female populars of control group and male populars of experimental

group-I.These female populars of experimental group-II were also higher than their male counterparts belonging to the same group.Association of higher mean score with the female populars of experimental group-II and the tendency of mean differences to attain statistical significance,points out to the fact that negative induction of teacher expectations also facilitates an improvement in the TRS of female populars.This finding is in congruence with the finding obtained in relation to the female populars of positive induction group.It seems possible that irrespective of the quality of induction provided to the teachers,female populars are always rated higher by their teachers.This assumption also reminds us to the question of teachers' acceptance and assimilation of the induction which is not in accordance to their day-to-day classroom observations.It seems that negative information is less likely to be accepted by the teachers when it is related with a female student,whom the teacher himself has seen to be good or active.

Grade-wise analysis of the effect of teacher-expectation-induction on the TRS of populars was also carried out in present study.Table-99 &100 present data pertaining to this aspect.

TABLE-99

ANOVA for Pretest and Post test TRS of Fourth and Fifth Grade Populars

Source of variation	df	SSx	SSy	MSx	MSy
Among Means	5	567.92	413.00	113.58	82.60
Within Groups	114	17930.45	7475.59	157.28	65.58
Total	119	18498.37	7888.59		

Fx=0.72 NS(0.05) Fy=1.26 NS (0.05).

TABLE-100

ANACOVA for TRS of Fourth and Fifth Grade Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	5	567.92	413.00	-134.99	416.74	83.74
Within Groups	113	17930.45	7475.59	312.31	7470.15	66.11
Total	118	18498.37	7888.59	177.32		

SDy'x =8.13 F=1.26 NS (0.05)

It is evident from Table-99 and 100 that both protest and post test TRS means of populars belonging to various grade by experimental groups did not differ significantly. It reveals that grade of the populars does not interacts with the effect of positive and negative induction of teacher expectations on teachers' ratings of their pupils. It also means that populars of the classroom, irrespective of their grade and the experimental induction of expectations provided to their teachers, are rated by teachers in a similar and probably positive manner. This finding seems to be justified in view of the fact that teacher ratings studied in present study were related with such social characteristics on which 'populars' may be generally assumed to be high. Teachers seem to be aware of this similarity between these social characteristics and the characteristics of students whom they were asked to rate, and this awareness seems to be unaffected by the grade-level of the ratee and the experimental induction of expectations.

In contrast to the findings obtained in relation to the effect of teacher-expectation -induction on TRS of populars studying in 4th and 5th grades, age of populars was found to be a significant factor in determining the above relationship. A significant F-ratio, obtained through

ANOVA and ANACOVA carried out for post test TRS of populars belonging to different age by experimental treatment groups Tables-101 & 102), indicated the presence of differential effects of expectations across various age-groups. Table-103 and 104 show adjusted post test TRS means and their comparisons with each other respectively.

TABLE-101

ANOVA for Pretest and Post test TRS of High and Low Age Populars

Source of variation	df	SSx	SSy	MSx	MSy
Among Means	5	1962.05	1610.99	392.41	322.20
Within Groups	114	16536.32	6277.60	145.06	55.07
Total	119	18498.37	7888.59		

Fx=2.71 S(0.05) Fy=5.85 S (0.01)

TABLE-102

ANACOVA for TRS of High and Low Age Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	5	1962.05	1610.99	1411.34	1701.38	340.28
Within Groups	113	16536.32	6277.60	-1234.02	6185.51	54.74
Total	118	18498.37	7888.59	177.32		

SDy'x=7.40 F=6.23 S(0.01)

TABLE-103

Adjusted Post test TRS Means of High and Low Age Populars

S.No.	Groups	N	Mx	My	My'x
1.	Control Group, High Age (CG, HA)	18	66.28	66.11	66.05(m1)
2.	Control Group, Low Age (CG, LA)	22	68.00	67.32	67.38(m2)
3.	Experimental-I, HighAge (Exp-I, HA)	19	74.00	76.42	76.90(m3)
4.	Experimental-I, Low Age (Exp-I, LA)	21	60.81	65.33	64.89(m4)
5.	Experimental-II, High Age (Exp-II, HA)	22	65.05	67.82	67.68(m5)
6.	Experimental-II, LowAge (Exp-II, LA)	18	69.50	66.44	66.61(m6)
Total		120	67.12		

TABLE 104

Significance of Difference between Adjusted TRS Means of High and Low Age Populars

Comparisons		SED	Sig. Diff. at 0.05	0.01	Direction of diff.	Observed diff.	Sig.
CG, HA-CG, LA	(m1-m2)	2.44	4.83	6.39	m1 < m2	1.33	NS
CG, HA-Exp-I, HA	(m1-m3)	2.44	4.83	6.39	m1 < m3	10.85	S(0.01)
CG, HA-Exp-I, LA	(m1-m4)	2.44	4.83	6.39	m1 > m4	1.16	NS
CG, HA-Exp-II, HA	(m1-m5)	2.44	4.83	6.39	m1 < m5	1.63	NS
CG, HA-Exp-II, LA	(m1-m6)	2.59	5.13	6.79	m1 < m6	0.53	NS
CG, LA-Exp-I, HA	(m2-m3)	2.30	4.55	6.03	m2 < m3	9.52	S(0.01)
CG, LA-Exp-I, LA	(m2-m4)	2.30	4.55	6.03	m2 > m4	2.40	NS
CG, LA-Exp-II, HA	(m2-m5)	2.30	4.55	6.03	m2 < m5	0.30	NS
CG, LA-Exp-II, LA	(m2-m6)	2.44	4.83	6.39	m2 > m6	0.77	NS
Exp-I, HA-Exp-I, LA	(m3-m4)	2.30	4.55	6.03	m3 > m4	12.01	S(0.01)
Exp-I, HA-Exp-II, HA	(m3-m5)	2.30	4.55	6.03	m3 > m5	9.22	S(0.01)
Exp-I, HA-Exp-II, LA	(m3-m6)	2.44	4.83	6.39	m3 > m6	10.29	S(0.01)
Exp-I, LA-Exp-II, HA	(m4-m5)	2.30	4.55	6.03	m4 < m5	2.79	NS
Exp-I, LA-Exp-II, LA	(m4-m6)	2.44	4.83	6.39	m4 < m6	1.72	NS
Exp-II, HA-Exp-II, LA	(m5-m6)	2.44	4.83	6.39	m5 > m6	1.07	NS

It is evident from Table-104 that there was a significant difference between the TRS means of high age populars belonging to control and experimental group-I.It should be recalled here that teachers of experimental group-I were given a positive induction of expectations about the social status of some selected students of their classrooms. The higher mean score associated with high age populars of this experimental group suggest that positive induction of teacher expectations facilitates a significant improvement in the TRS of high age populars.In contrast,a non-significant difference between low age populars of control and experimental group-I reveals that positive induction of expectations does not effects the TRS of low age populars.That positive induction facilitates more improvement among high age populars than among the low age populars,has also been brought forth by a significant difference between the TRS means of high and low age populars belonging to experimental group-I.

Non-significant differences were obtained in relation to the comparisons made between the populars of high age-control group and high age-experimental group-II,andlow age-control group and low age-experimental group-II.This showed that negative induction of teacher expectations was not very much effective in lowering the mean TRS of high and low age populars belonging to negative induction group as compared to the populars of no induction-control group.Considered in the light of earlier findings,it becomes evident that while positive induction facilitates an improvement in the TRS of high age populars,negative induction does not brings in an expectancy-congruent change among both high and low age populars.

Analysis of the effect of teacher-expectation - induction on TRS of populars was also carried out in relation to their achievement status.ANOVA and ANACOVA was carried out to find out the presence of any significant differences among the six achievement by experemental treatment groups (Table-105 and 106).

TABLE-105

ANOVA for Pretest and Post test TRS of High and Low Achievement Populars

Source of variation	df	SSx	SSy	MSx	MSy
Among Means	5	272.23	534.08	54.45	106.82
WithinGroups	114	18226.14	7354.51	159.88	64.51
Total	119	18498.37	7888.59		

Fx=0.34 NS(0.05) Fy =1.66 NS(0.05)

TABLE-106

ANACOVA for TRS of High and Low Achievement Populars

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	5	272.23	534.08	16.95	533.79	106.76
WithinGroups	113	18226.14	7354.51	160.37	7353.10	65.07
Total	118	18498.37	7888.59	177.32		

SDy'x= 8.07 F=1.64 NS(0.05)

It is evident from Tables-105 and 106 that no significant difference existed among various achievement by experimental treatment sub-groups. It seems that teachers' ratings of social characteristics are not affected by the interaction of achievement status of populars and experimental induction of teachers' expectations.

Teacher Rating Scores of neglectees were also analysed in relation to the effect of positive and negative induction of teacher expectations. In compliance with the hypothesis about expectancy-congruent changes in the TRS of populars, it was hypothesised that while on the one hand positive induction of teachers' expectations will facilitate an improvement in the TRS of neglectees, a negative induction of expectations will bring in a reverse process. Results of ANOVA and ANACOVA carried out on this aspect are given in Tables-107 and 108 respectively.

TABLE-107

ANOVA for Pretest and Post test TRS of Neglectees

Source of variation	df	SSx	SSy	MSx	MSy
Among Means	2	693.35	9156.47	346.68	4578.24
Within Groups	117	13990.65	11313.33	119.58	96.70
Total	119	14684.00	20469.80		

Fx=2.90 NS(0.05) Fy=47.34 S(0.01)

TABLE-108

ANACOVA for TRS of Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	2	693.35	9156.47	2339.75	8071.50	4035.75
Within Groups	116	13990.65	11313.33	2290.25	10938.42	94.30
Total	118	14684.00	20469.80	4630.00		

SDy'x=9.71 F=42.80 S(0.01)

It is evident from Tables-107 & 108 that significant differences among the three experimental groups were present in relation to their post test TRS means. Adjusted post test means for the three experimental groups were calculated (Table-109) and compared with each other (Table-110)

TABLE-109

Adjusted Post test TRS Means of Neglectees

S.No. Groups	N	Mx	My	My'x
1. Control Group (CG)	40	25.18	26.48	26.93(m1)
2. Experimental-I (Exp-I)	40	31.05	45.78	45.29(m2)
3. Experimental-II (Exp-II)	40	27.78	28.13	28.17(m3)
Total	120	28.00		

TABLE-110

Significance of Difference between Adjusted TRS Means of Neglectees

Comparisons		SED	Sig. Diff at 0.05	0.01	Direction of diff.	Observed diff.	Sig.
CG-Exp-I	(m1-m2)	2.33	4.61	6.10	m1 < m2	18.36	S(0.01)
CG-Exp-II	(m1-m3)	2.33	4.61	6.10	m1 < m3	1.24	NS
Exp-I--Exp-II	(m2-m3)	2.33	4.61	6.10	m2 > m3	17.12	S(0.01)

It was found that mean TRS of neglectees belonging to experimental group-I, where positive expectations were induced, was highest among the three experimental groups (Differences significant at 0.01 level). This finding revealed the effectiveness of positive induction of teacher expectations in improving the TRS of neglectees. Further analysis of data indicated that there was a non-significant difference between mean TRS of neglectees belonging to control and experimental group-II. This non-significant difference pointed out that a lowering in TRS of neglectees is not associated with negative induction of teacher expectations. This comparison also indicated the presence of an important intervening variable in expectancy

research, which may be refered as the 'desirability' dimension of expected change. It can be proposed here that induction of teacher expectations and its acceptance by teachers are mediated by the factor of desirability. This factor can be construed as an additional factor to the factor of 'truthfulness' of induction, identified by earlier studies. It can be argued that teachers, in general, tend to accept that experimental information (induction) which is 'true' to their own observations of the pupil concerned on the one hand, while on the other hand, which entails a 'desirable' change in the pupil. Explained further, it can be visualised that a teacher will accept that induction of expectations which is in congruence with his own observations and which prescribes a 'desirable' change. Specifically, teachers seem to be ready to accept that 'neglectees' of their classroom, who are seen by themselves in a similar manner, are going to be socially active members of classroom group in the course of school year; while they are unwilling to assimilate (and thereby communicate in their classrooms) an induction which specifies that neglectees are going to be even lesser active or isolated. Teachers' perception of their role in preventing such an occurrence may be a contributory factor to promote this unwillingness on their part. Probably, it is this reason due to which negative induction of teacher expectations has not precipitated into a lowering of TRS among neglectees.

Sex of neglectees was also considered in relation to the effect of positive and negative induction of teacher expectations on TRS. It was found that various sex by

experimental treatment groups differ significantly in this respect(Table-111 and 112).Further computation of adjusted post test TRS means (Table-113) and their comparison with each other(Table-114) provided more evidence on the effect of positive and negative teacher expectations on neglectees' TRS.

TABLE-111

ANOVA for Pretest and Post test TRS of Male and Female Neglectees

Source of variation	df	SSx	SSy	MSx	MSy
Among Means	5	707.20	9251.67	141.44	1850.33
Within Groups	114	13976.80	11218.13	122.60	98.40
Total	119	14684.00	20469.80		

Fx=1.15 NS(0.05) Fy=18.80 S(0.01)

TABLE-112

ANACOVA for TRS of Male and Female Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	5	707.20	9251.67	2375.55	8155.43	1631.09
Within Groups	113	13976.80	11218.13	2254.45	10854.49	96.06
Total	118	14684.00	20469.80	4630.00		

SDy'x=9.80 F=16.98 S(0.01)

TABLE-113

Adjusted Post test TRS Means of Male and Female Neglectees

S.No.	Groups	N	Mx	My	My'x
	Control Group,Male (CG,M)	22	25.59	27.50	27.85(m1)
	Control Group,Female (CG,F)	18	24.67	25.22	25.71(m2)
	Experimental-I,Male (Exp-I,M)	30	30.93	45.57	45.06(m3)
	Experimental-I,Female (Exp-I,F)	10	31.40	46.40	45.82(m4)
	Experimental-II,Male (Exp-II,M)	26	28.00	28.85	28.81(m5)
	Experimental-II,Female(Exp-II,F)	14	25.21	26.79	27.20(m6)
Total		120	27.75		

TABLE-114

Significance of Difference between Adjusted TRS Means of Male and Female Neglectees

Comparison		SED	Sig. Diff. at 0.05		Direction of mean diff.	Observed diff.	Sig.
			0.05	0.01			
CG,M-CG,F	(m1-m2)	3.14	6.22	8.23	m1 > m2	2.14	NS
CG,M-Exp-I,M	(m1-m3)	2.74	5.43	7.18	m1 < m3	17.21	S(0.01)
CG,M-Exp-I,F	(m1-m4)	3.82	7.56	10.00	m1 < m4	17.97	S(0.01)
CG,M-Exp-II,M	(m1-m5)	2.74	5.43	7.18	m1 < m5	0.96	NS
CG,M-Exp-II,F	(m1-m6)	3.33	6.59	8.72	m1 > m6	0.65	NS
CG,F-Exp-I,M	(m2-m3)	2.74	5.43	7.18	m2 < m3	19.35	S(0.01)
CG,F-Exp-I,F	(m2-m4)	3.82	7.56	10.00	m2 < m4	20.11	S(0.01)
CG,F-Exp-II,M	(m2-m5)	2.74	5.43	7.10	m2 < m5	3.10	NS
CG,F-Exp-II,F	(m2-m6)	3.33	6.59	8.72	m2 < m6	1.49	NS
Exp-I,M-Exp-I,F	(m3-m4)	3.53	6.99	9.25	m3 < m4	0.76	NS
Exp-I,M-Exp-II,M	(m3-m5)	2.35	4.65	6.16	m3 > m5	16.25	S(0.01)
Exp-I,M-Exp-II,F	(m3-m6)	3.14	6.23	8.23	m3 > m6	17.86	S(0.01)
Exp-I,F-Exp-II,M	(m4-m5)	3.52	6.99	9.25	m4 > m5	17.01	S(0.01)
Exp-I,F-Exp-II,F	(m4-m6)	4.02	7.96	10.53	m4 > m6	18.62	S(0.01)
Exp-II,M-Exp-II,F	(m5-m6)	3.14	6.22	8.23	m5 > m6	1.61	NS

It is evident from Table-113 and 114 that there was a significant difference between adjusted post TRS means of male neglectees of control and experimental group-I. Similarly, female neglectees of control and experimental group-I were found to differ significantly. Significant differences were also found when control group-male neglectees and experimental group-I-female neglectees, and control group-female neglectees and experimental group-I-male neglectees were compared. In all these comparisons, it were the male and female neglectees of experimental group-I who received higher teacher rating scores. This confirmed the earlier finding that positive induction of teacher expectations facilitates an improvement in the TRS of neglectees. Further, these comparisons revealed that male and female neglectees of positive teacher expectation group were significantly higher in their TRS at post test than the neglectees of opposite sex belonging to control group.

That sex of neglectees does not plays a significant

role in determining the effect of positive induction of teacher expectations on TRS, has been revealed by the data. It was found that male and female neglectees belonging to experimental group-I did not differ significantly with regard to their TRS means. This finding points out that when positive expectations are induced among teachers, they tend to rate both male and female neglectees of their classrooms in a favourable and similar manner.

Non-significant differences have been found with regard to the effect of negative induction of teacher expectations on TRS of neglectees. It was found that male neglectees of control and experimental group-II do not differ significantly. Similarly, female neglectees of these two groups also had more or less equal TRS means. Still further, comparisons between neglectees of opposite sex belonging to control and experimental group-II also yielded non-significant differences. These findings revealed that there was no significant change in the TRS of male and female neglectees of negative induction group as compared to the neglectees of control group.

Sex-wise comparison of neglectees within experimental group-II also revealed a non-significant difference among the two groups. It points out that sex of neglectees is not an important variable in determining the effect of negative induction of teacher expectations on their TRS. It may be recalled here that a similar finding was obtained in relation to the effect of negative induction of teacher expectations on the TRS of neglectees. Here, investigators again emphasise to explore the 'desirability' dimension of induced expectations, which has been referred earlier. It may be probable that

'willingness' and 'unwillingness' of teachers to bring in positive and negative changes among neglectees might have nullified any such differential effects of teacher expectations.

Grade was also analysed in relation to the effect of positive and negative induction of teacher expectations on the TRS of neglectees. Fourth and Fifth grade neglectees were identified within each experimental group. ANOVA and ANACOVA (Table-115 and 116 respectively) carried out in this context revealed that the six groups of neglectees differ significantly with regard to their post test TRS means.

TABLE-115

ANOVA for Pretest and Post test TRS of Fourth and Fifth Grade Neglectees

Source of variation	df	SSx	SSy	MSx	Msy
Among Means	5	940.42	9842.98	188.08	1968.60
Within Groups	114	13743.58	10626.88	120.55	93.22
Total	119	14684.00	20469.80		

Fx=1.56 NS(0.05) Fy=21.12 S(0.01)

TABLE-116

ANACOVA for TRS of Fourth and Fifth Grade Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	5	940.42	9842.92	2110.86	8844.79	1768.96
Within Groups	113	13743.58	10626.88	2519.14	10165.13	89.96
Total	118	14684.00	20496 20469.80	4630.00		

SDy'x=9.48 F=19.66 S(0.01)

Adjusted post test TRS means and their comparisons with each other are given in Tables-117 and 118 respectively. It is evident from these tables that there was a significant difference between mean TRS of neglectees belonging to control group-fifth grade and experimental group-I-fifth grade, and control group-fourth grade and experimental group-I-fourth grade.

TABLE-117
Adjusted Post test TRS Means of Fourth and Fifth Grade Neglectees

S.No	Groups	N	N	Mx	My	My'x
1.	Control Group-5 grade (CG,5)		21	23.33	27.14	27.98(m1)
2.	Control Group-4 grade (CG,54)		19	27.21	25.74	25.88(m2)
3.	Experimental-I,5 grade(Exp-I,5)		22	32.23	42.18	41.42(m3)
4.	Experimental-I,4 grade(Exp-I,4)		18	29.61	50.17	49,88(m4)
5.	Experimental-II,5grade(Exp-II,5)		22	27.00	27.27	27.45(m5)
6.	Experimantal-II,5grade(Exp-II,4)		18	28.72	29.17	29.04(m5)
Total			120	28.00		

TABLE-118
~~Signifd~~ Significance of Difference between Adjusted TRS Means of Fourth and Fifth Grade Neglectees

Comparisons		SED	Signi diff at 0.05	0.01	Direction of diff	Observed diff.	Sig.
CG,5-CG,4	(m1-m2)	3.03	5.99	7.94	m1 > m2	2.10	NS
CG,5-Exp-I,5	(m1-m3)	3.03	5.99	7.94	m1 < m3	13.44	S(0.01)
CG,5-Exp-I,4	(m1-m4)	3.03	5.99	7.94	m1 < m4	21.90	S(0.01)
CG,5-Exp-II,5	(m1-m5)	3.03	5.99	7.94	m1 > m5	0.53	NS
CG,5-Exp-II,4	(m1-m6)	3.03	5.99	7.94	m1 < m6	1.06	NS
CG,4-Exp-I,5	(m2-m3)	3.03	5.99	7.94	m2 < m3	15.54	S(0.01)
CG,4-Exp-I,4	(m2-m4)	3.03	5.99	7.94	m2 < m4	24.00	S(0.01)
CG,4-Exp-II,5	(m2-m5)	3.03	5.99	7.94	m2 < m5	1.57	NS
CG,4-Exp-II,4	(m2-m6)	3.03	5.99	7.94	m2 < m6	3.16	S(0.05)
Exp-I,5-Exp-I,4	(m3-m4)	3.03	5.99	7.94	m3 < m4	8.46	S(0.01)
Exp-I,5-Exp-II,5	(m3-m5)	3.03	5.99	7.94	m3 > m5	13.97	S(0.01)
Exp-I,5-Exp-II,4	(m3-m6)	3.03	5.99	7.94	m3 > m6	12.38	S(0.01)
Exp-I,4-Exp-II,5	(m4-m5)	3.03	5.99	7.94	m4 > m5	22.43	S(0.01)
Exp-I,4-Exp-II,4	(m4-m6)	3.03	5.99	7.94	m4 > m6	20.84	S(0.01)
Exp-II,5-Exp-II,4	(m5-m6)	3.03	5.99	7.94	m5 < m6	1.59	NS

Further, significant differences were also obtained when neglectees of 4th and 5th grades belonging to control group were compared with neglectees of experimental group-I. In all these comparisons, it were the neglectees belonging to experimental group-I who had higher TRS means. These significant differences in favor of both fourth and fifth grade neglectees of experimental group-I revealed that positive induction of teacher expectations facilitated an improvement in the TRS of neglectees irrespective of the grade in which they were studying.

Comparison of post test means of 4th and 5th grade neglectees belonging to experimental group-I was also carried out. Interestingly, significant difference between the two groups was obtained, and it was found that neglectees belonging to 4th grade-experimental group-I were significantly higher than their 5th grade counterparts. This showed that positive induction of teacher expectations facilitates more improvement in the TRS of neglectees belonging to 4th grade, as compared to the neglectees of 5th grade. It seems possible that teachers are ready to accept positive changes among neglectees of lower grades and this acceptance influences their ratings of students.

In contrast to above findings, data of present study suggested that negative induction of teacher expectations does not brings in a change in the mean TRS of neglectees belonging to 5th grades. It was found that there were non-significant differences between fifth grade neglectees belonging to control and experimental group-II. Further, it was also revealed that there was no significant difference in post test TRS means of 4th and 5th grade neglectees belonging to experimental group-II. This finding pointed out that while negative induction have has not changed the TRS of neglectees (5th grade), a differential effect is also not evident across the different grades. Negative expectations and their effects on TRS seem to transand grade distinctions and to have no effect on neglectees' TRS.

Age of neglectees has also been analysed in relation to the effect of positive and negative induction of teacher expectations on their TRS (Tables-119-122).

TABLE-119

ANOVA for Pretest and Post test TRS of High and Low Age Neglectees

Source of variation	df	df	SSx	SSy	MSx	MSy
Among Means		5	1039.93	9269.76	207.99	1853.95
Within Groups		114	1364407	11200.04	119.68	98.25
Total		119	14684.00	20469.80		

Fx=1.74 NS(0.05) Fy=18.87 S(0.01)

TABLE-120

ANACOVA for TRS of High and Low Age Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	5	1039.93	9269.76	2380.42	8180.78	1636.16
Within Groups	113	13644.07	11200.04	2249.58	10829.14	9583
Total	118	14684.00	20469.80	4630.00		

SDy'x=9.79 Sx F=17.07 S(0.01)

TABLE-121

Adjusted Post test TRS Means of High and Low Age Neglectees

S.No.	Groups	N	N	Mx	My	My'x
1.	Control Group,High Age	(CG,HA)	21	23.90	26.48	27.14(m1)
2.	Control Group,Low Age	(CG,LA)	19	26.58	26.47	26.70(m2)
3.	Experimental-I,HA	(Exp-I,HA)	23	32.57	44.96	44.23(m3)
4.	Experimental-I,LA	(Exp-I,LA)	17	29.00	46.88	46.72(m4)
5.	Experimental-II,HA	(Exp-II,HA)	25	29.28	29.20	28.99(m5)
6.	Experimental-II,LA	(Exp-II,LA)	15	25.27	26.33	26.77(m6)
	Total		120	28.00		

TABLE-122

Significance of Difference between TRS Means of High and Low Age Neglectees

Comparison		SED	Sig.diff.		Direction of diff.	Observed diff.	Sig.
			at 0.05	0.01			
CG,HA-CG,LA	(m1-m2)	3.13	6.20	8.20	m1 > m2	0.44	NS
CG,HA-Exp-I,HA	(m1-m3)	2.94	5.82	7.70	m1 < m3	17.09	S(0.01)
CG,HA-Exp-I,LA	(m1-m4)	3.23	6.40	8.46	m1 < m4	19.58	S(0.01)
CG,HA-Exp-II,HA	(m1-m5)	2.94	5.82	7.70	m1 < m5	1.85	NS
CG,HA-Exp-II,LA	(m1-m6)	3.43	6.79	8.99	m1 > m6	0.37	NS
CG,LA-Exp-I,HA	(m2-m3)	2.94	5.82	7.70	m2 < m3	17.53	S(0.01)
CG,LA-Exp-I,LA	(m2-m4)	3.23	6.40	8.46	m2 < m4	20.02	S(0.01)
CG,LA-Exp-II,HA	(m2-m5)	2.94	5.82	7.70	m2 < m5	2.29	NS
CG,LA-Exp-II,LA	(m2-m6)	3.43	6.79	8.99	m2 < m6	0.07	NS
Exp-I,HA-Exp-I,LA	(m3-m4)	3.13	6.20	8.20	m3 < m4	2.49	NS
Exp-I,HA-Exp-II,HA	(m3-m5)	2.74	5.43	7.18	m3 > m5	15.24	S(0.01)
Exp-I,HA-Exp-II,LA	(m3-m6)	3.23	6.40	8.46	m3 > m6	17.46	S(0.01)
Exp-I,LA-Exp-II,HA	(m4-m5)	3.13	6.20	8.20	m4 > m5	17.73	S(0.01)
Exp-I,LA-Exp-II,LA	(m4-m6)	3.52	6.97	9.22	m4 > m6	19.95	S(0.01)
Exp-II,HA-Exp-II,LA	(m5-m6)	3.23	6.40	8.46	m5 > m6	2.22	NS

It was found that positive induction of expectations facilitated a significant improvement in the TRS of both high and low age neglectees. However, in contrast to the differential effect of positive induction in the fourth and fifth grades, it was found that neglectees of high and low age groups belonging to experimental group-I, where positive expectations were induced, did not differ significantly. It means that positive expectations have a similar effect on the TRS of high and low age neglectees.

Findings related with the effect of negative induction of teacher expectations on the TRS of high and low age group neglectees were similar to the findings obtained in relation to grade-wise effect of teacher expectations. Non-significant differences existed between high and low age neglectees belonging to negative induction group.

Achievement status of neglectees was also considered in relation to the effect of positive and negative induction of teacher expectations on their TRS (Table-123-126). It became evident from this analysis that positive induction facilitated significant improvement among neglectees of high and low achievement status. However, this improvement in the TRS of neglectees was found to be significantly higher among high achievement neglectees as compared to low achievement neglectees. This points out that achievement status of neglectees is a significant variable in determining the effect of positive teacher expectations on their TRS. In contrast, this variable was insignificant in determining the effect of negative teacher expectations on neglectees' TRS, as the two achievement groups of neglectees were found to differ non-significantly.

TABLE-123
ANOVA for Pretest and Post test TRS of High and Low Achievement Neglectees

Source of variation	df	SSx	SSy	MSx	MSy
Among Means	4	810.99	9947.04	202.75	2486.76
Within Groups	115	13873.01	10522.76	120.63	91.50
Total	119	14684.00	20469.80		

Fx=1.68 NS(0.05) Fy=27.18 S(0.01)

TABLE-124
ANACOVA for TRS of High and Low Achievement Neglectees

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	4	810.99	9947.04	2568.19	8793.59	2198.40
Within Groups	114	13873.01	10522.76	2061.81	10216.33	89.62
Total	118	14684.00	20469.80	4630.00		

SDy'x=9.47 F=24.53 S(0.01)

TABLE-125
Adjusted Post test TRS Means of High and Low Achievement Neglectees

S.No.	Groups	N	Mx	My	My'x
	Control Group, Low Achievement (CG,LAc)	40	25.18	26.48	26.90 (m1)
	Experimental-I, High - " - (Exp-I,HAc)	3	36.33	61.00	59.75 (m2)
	Experimental-I, Low - " - (Exp-I,LAc)	37	30.62	44.54	44.14 (m3)
	Experimental-II, High-"- (Exp-II,HAc)	3	30.67	24.67	24.27 (m4)
	Experimental-II, Low -"- (Exp-II,LAc)	37	27.54	28.41	28.48 (m5)
Total		120	28.00		

TABLE-126
Significance of Difference between Adjusted Post test TRS Means of High and Low Achievement Neglectees

Comparisons		SED	Sig. Diff. at 0.05	0.01	Direction of diff.	Observed diff.	Sig.
CG,LAc-Exp-I,HAc	(m1-m2)	5.68	11.25	14.88	m1<m2	32.85	S(0.01)
CG,LAc-Exp-I,LAc	(m1-m3)	2.27	4.49	5.95	m1<m3	17.24	S(0.01)
CG,LAc-Exp-II,HAc	(m1-m4)	5.68	11.25	14.88	m1>m4	2.63	NS
CG,LAc-Exp-II,LAc	(m1-m5)	2.27	4.49	5.95	m1<m5	1.58	NS
Exp-I,HAc-Exp-I,LAc	(m2-m3)	5.68	11.25	14.88	m2>m3	15.61	S(0.01)
Exp-I,HAc-Exp-II,HAc	(m2-m4)	7.67	15.19	20.09	m2>m4	35.48	S(0.01)
Exp-I,HAc-Exp-II,LAc	(m2-m5)	5.68	11.25	14.88	m2>m5	31.27	S(0.01)
Exp-I,LAc-Exp-II,HAc	(m3-m4)	5.68	11.25	14.88	m3>m4	19.87	S(0.01)
Exp-I,LAc-Exp-II,LAc	(m3-m5)	2.27	4.49	5.95	m3>m5	15.66	S(0.01)
Exp-II,HAc-Exp-II,LAc	(m4-m5)	5.68	11.25	14.88	m4<m5	4.21	NS

5.0. LEVEL OF INDUCTION ACCEPTANCE AND ITS EFFECT ON THE VARIOUS SOCIOMETRIC INDICES OF POPULARS AND NEGLECTEES:

Induction of teacher expectations was carried out in two of the three experimental groups-the teachers of control group were not given any induction treatment. Five schools, each with one fourth and one fifth grade classroom, were grouped in each of the two experimental groups. These classes were taught by different teachers(n=20). Thus, ten teachers belonged to experimental group-I, while ten others were in experimental group-II. Positive induction was provided to the teachers of experimental group-I, while the induction provided to the teachers of experimental group-II was negative. An Induction Acceptance Scale(Form-IAS) was administered tothe teachers of experimental group-I and II in order to assess the level of acceptance of induction provided to them. Median split of the frequency distribution obtained in this manner provided the following pattern of induction acceptande among teachers of experimental group-I and II (Table-127).

TABLE-127

Distribution of Teachers belonging to Experimental Group-I and II in to High and Low Induction Acceptance Groups

Expt. Group/ Level	Experimental Gr.-I	Experimental Gr.-II
High Induction Acceptance	5	6
Low Induction Acceptance	5	4
Total	10	10

It is evident from Table-127 that more or less equal number of teachers belonged to high and low induction acceptance categories. It was assumed that the effect of positive and negative induction of teacher expectations on

various indices of sociometric status of populars and neglectees interacts significantly with the level of acceptance of induction provided to teachers.It is for this purpose that populars and neglectees belonging to the two experimental groups were devided in to four categories on the basis of induction acceptance shown above.Table-128 shows the frequency distribution of populars and neglectees belonging to high and low induction acceptance groups.

TABLE-128

Distribution of Populars and Neglectees belonging to High and Low Induction Acceptance Groups of the Two Experimental Conditions

GroupXAcceptance Populars/ Neglectees	Experimental Gr.-I		Experimental Gr.-II	
	High Induction Acceptance.	Low Induction Acceptance.	High Induction Acceptance.	Low Induction Acceptance.
Populars	16	24	20	20
Neglectees	11	29	21	19

It should be recalled here that teachers belonging to control group were provided with no induction of expectations.Hence,populars and neglectees of this group could not be grouped on the basis of induction acceptance.In order to remove the variation in the sample-size of groups to be compared for analysing the effect of induction acceptance,control group was randomly devided into two equal(statistical equivalence was tested on both dependent and independent variables) groups.Thus,20 populars and 20 neglectees of control group, selected as above,were compared with the populars and neglectees of high and low induction acceptance experimental groups. It is expected that within the statistical limitations of drawing sub-samples from a main sample,findings obtained on this aspect will through important light on the effect of

induction-acceptance and induction treatment on variou metric indices of populars and neglectees.Following s ns deal with the different aspects of this analysis.

5.1.LEVEL OF INDUCTION ACCEPTANCE AND SOCIOMETRIC STATUS(SMS) OF POPULARS AND NEGLECTEES:

Sociometric status (SMS) scores of populars and neglectees belonging to different level-of-acceptance by experimental treatment groups were compared with each other through ANOVA and ~~ANA~~ ANACOVA.Table-129-132 present the results of ANOVA and ANACOVA carried out in this context.

TABLE-129

ANOVA for Pretest and Post test SMS scores of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	386.10	187.08	96.53	46.77	2.16 NS	1.48 NS
Within Groups	95	4236.90	2997.92	44.60	31.56	(0.05)	(0.05)
Total	99	4623.00	3185.00				

TABLE-130

ANACOVA for SMS scores of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	4	386.10	187.08	199.95	103.92	25.98	5.32	0.90 NS (0.05)
Within Groups	94	4236.90	2997.92	1176.05	2671.48	28.42		
Total	98	4623.00	3185.00	1376.00				

TABLE-131

ANOVA for Pretest and Post test SMS scores of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	2.38	41.73	0.60	10.33	0.79 (NS (0.05)	1.41 NS (0.05)
Within Groups	95	72.37	704.11	0.76	7.41		
Total	99	74.75	745.84				

TABLE-132

ANACOVA for SMS scores of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy.x	MSy.x	SDy.x	F
Among Means	4	2.38	41.73	1.60	41.21	10.30	2.73	1..38 NS (0.05)
WithinGroups	94	72.37	704.11	13.20	701.70	7.46		
Total	98	74.75	745.84	14.80				

It is evident from Table-129 and 130 that populars belonging to various induction acceptance by experimental treatment groups did not vary significantly with regard to their post test SMS scores. Similarly Table-131 and 132 revealed that neglectees of various induction-acceptance by experimental treatment groups did not differ from each other. It shows that level of acceptance of both positive and negative induction given to the teachers about the SMS of populars and neglectees of their classrooms, do not influence students' post test SMS scores.

5.2. LEVEL OF INDUCTION ACCEPTANCE AND SOCIAL RECEPTIVENESS STATUS(SRS) OF POPULARS AND NEGLECTEES:

Table-133 and 134 present results of ANOVA and ANACOVA carried out in relation to the effect of level of induction acceptance on the SRS of populars.

TABLE-133

ANOVA for Pretest and Post test SRS scores of Neglectees belonging to the various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	306.50	127.88	76.63	31.97	4.90 S (0.01)	2.40 NS (0.05)
Within Groups	95	1487.01	1266.12	15.65	13.33		
Total	99	1793.51	1394.00				

TABLE-134

ANACOVA for SRS scores of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x	SDy'x	F
Among Means	4	306.50	127.88	94.36	110.44	27.61		3.01
WithinGroups	94	1487.01	1266.12	775.64	861.54	9.17		3.03 S (0.01)
Total	98	1793.51	1394.00	870.00				

It is evident from ANOVA presented in Table-133 that there/were significant differences among pretest SRS means of populars belonging to various level of induction acceptance by experimental treatment groups. However, unadjusted post test SRS means of these groups did not vary significantly. When these means were adjusted through ANACOVA, significant differences emerged (Table-134). These adjusted post test SRS means and their comparisons with each other are given in Table-135 and 136 respectively.

TABLE-135

Adjusted Post test SRS Means of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

S.No.	Groups	N	N	Mx	My	My'x
1.	Control Group, no induction (CG, ni)		20	12.00	8.70	8.14(m1)
2.	Experimental Group-I, HighAcceptance (Exp-I, ha)		16	9.19	8.60	9.50(m2)
3.	Experimental Group-I, LowAcceptance (Exp-I, la)		24	11.88	11.33	10.84(m3)
4.	ExperimentalGroup-II, HighAcceptance (Exp-II, ha)		20	8.25	9.70	11.09(m4)
5.	ExperimentalGroup-II, LowAcceptance (Exp-II, la)		20	12.80	11.05	10.08(m5)
Total			100	10.93		

It is apparent from Table-135 that highest post test SRS mean score was achieved by the populars of experimental group-II, where teachers tended to accept the negative induction of expectations provided to them to a higher degree.

TABLE-136

Significance of Difference between Adjusted SRS Means of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Comparisons		SED	Sig. Diff. at 0.05	0.01	Direction of diff.	Observed diff.	Sig.
CG,na-Exp-I,ha	(m1-m2)	1.02	2.02	2.68	m1 < m2	1.36	NS
CG,na-Exp-I,la	(m1-m3)	0.92	1.82	2.42	m1 < m3	2.70	S(0.01)
CG,na-Exp-II,ha	(m1-m4)	0.96	1.90	2.52	m1 < m4	2.95	S(0.01)
CG,na-Exp-II,la	(m1-m5)	0.96	1.90	2.52	m1 < m5	1.94	S(0.05)
Exp-I,ha-Exp-I,la	(m2-m3)	0.98	1.94	2.58	m2 < m3	1.34	NS
Exp-I,ha-Exp-II,ha	(m2-m4)	1.02	2.02	2.68	m2 < m4	1.59	NS
Exp-I,ha-Exp-II,la	(m2-m5)	1.02	2.02	2.68	m2 < m5	0.58	NS
Exp-I,la-Exp-II,ha	(m3-m4)	0.92	1.82	2.42	m3 < m4	0.25	NS
Exp-I,la-Exp-II,la	(m3-m5)	0.92	1.82	2.42	m3 > m5	0.76	NS
Exp-II,ha-Exp-II,la	(m4-m5)	0.96	1.90	2.52	m4 > m5	1.01	NS

It is evident from Table-136 that populars belonging to control group and experimental group-I-high acceptance did not differ significantly with regard to their mean SRS scores. However, significant difference in favor of the populars of experimental group-I-low acceptance was obtained, when they were compared with the populars of control group. This significant difference revealed that populars belonging to low positive induction acceptance group improved significantly more than the populars of control group, where no induction of expectations was carried out. Considered in the light of the comparison made between populars of control group and high acceptance-experimental group-I, it becomes apparent that low acceptance of positive induction facilitates better improvement in the SRS of populars. However, when populars of high and low positive induction acceptance group were compared, the fallacy of above statement was brought forth. A non-significant difference between the above two groups pointed out that although low acceptance of positive induction by the teachers' seems to have facilitated better SRS scores among them, this

improvement was not significantly higher than that of populars belonging to high acceptance-positive induction group. The hypothesis that high and low acceptance of positive induction will bring in different degrees of improvement in the SRS of populars was therefore rejected.

More or less similar findings were obtained in relation to the acceptance of negative induction about populars. It was found that both high and low acceptance of negative induction by the teachers facilitated a significant improvement in the SRS of populars. However, the two groups did not differ from each other in this respect. It seems that both high and low acceptance of negative induction about the populars creates an equal reaction among teachers, and this equal reaction of teachers brings in an equal (though high acceptance group mean was higher) improvement in the SRS of populars.

Table-137 and 138 present the results of ANOVA and ANACOVA carried out to explore the effect of high and low induction acceptance on SRS of neglectees.

TABLE-137

ANOVA for Pretest and Post test SRS scores of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSx	Fx	Fy
Among Means	4	1.85	12.41	0.46	3.10	0.77 NS	1.16 NS
Within Groups	95	56.90	253.28	0.60	2.67	(0.05)	(0.05)
Total	99	58.75	265.79				

It is evident from Table-137 and 138 that high and low acceptance of both positive and negative induction of expectations do not bring in different level of change in the

TABLE-138

ANACOVA for SRS scores of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	4	1.85	12.41	1.44	12.05	3.01
Within Groups	94	56.90	253.28	9.71	251.62	2.68
Total	98	58.75	265.79	11.15		
	SDy'x=1.63			F=1.12 NS(0.05)		

mean SRS score of neglectees. The F-ratios obtained through ANOVA and ANACOVA were found to be non-significant, revealing the absence of any interaction of level of induction acceptance with the effect of induction of teacher expectations on neglectees' SRS.

5.3. LEVEL OF INDUCTION ACCEPTANCE AND EMOTIONAL EXPANSIVENESS STATUS (EES) OF POPULARS AND NEGLECTEES:

The EES scores of populars and neglectees were also analysed in relation to the level of acceptance of both positive and negative induction provided to the teachers. Table-139 to 142 present results obtained through ANOVA and ANACOVA. It is evident from these tables that populars belonging to the various level of induction acceptance by experimental treatment groups did not vary significantly with regard to their post test EES means. Similar non-significant differences were also obtained in relation to the neglectees belonging to different induction acceptane by experimental treatment groups. These non-significant differences tend to reveal that level of induction acceptance does not interacts with the effect of positive and negative induction of teacher expectations on the EES of both populars and neglectees. Probably, some more intervening variables need to be identified

TABLE-139

ANOVA for Pretest and Post test EES scores of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	37.82	19.74	9.46	4.94	2.43 NS	1.49 NS
Within Groups	95	370.77	314.62	3.90	3.31	(0.05)	(0.05)
Total	99	408.59	334.36				

TABLE-140

ANACOVA for EES scores of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	4	37.82	19.74	7.51	19.27	4.82
Within Groups	94	370.77	314.62	9.67	314.37	3.34
Total	98	408.59	334.36	17.18		

SDY8 SDy'x=1.82 F=1.44 NS(0.05)

TABLE-141

ANOVA for Pretest and Post test EES scores of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	5.37	3.56	1.34	0.89	0.35 NS	0.30 NS
Within Groups	95	365.62	285.15	3.85	3.00	(0.05)	(0.05)
Total	99	370.99	288.71				

TABLE-142

ANACOVA for EES scores of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	4	5.37	3.56	2.38	2.76	0.69
Within Groups	94	365.62	285.15	82.39	266.58	2.84
Total	98	370.99	288.71	84.77		

SDy'x=1.69 F=0.24 NS(0.05)

and controlled before we could conclude about the exact nature of this interaction.

5.4.LEVEL OF INDUCTION ACCEPTANCE AND TEACHER RATING SCORE (TRS) OF POPULARS AND NEGLECTEES:

Review of researches carried out in the area of experimentally induced teacher expectations and their effects on teacher ratings of students' characteristics have suggested that positive teacher expectations are associated with favourable teacher ratings. In present study, teacher expectations were experimentally manipulated in both positive and negative direction and its effect on different sociometric indices of populars and neglectees was assessed. In this connection, it also seems probable that teachers' level of induction acceptance is a significant variable. It was assumed that this variable will influence teacher ratings in a significant way. Table-143 presents the results of ANOVA carried out to explore this aspect among populars.

TABLE-143

ANOVA for Pretest and Post test TRS of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	166.47	1212.84	41.62	303.21	0.28 NS (0.05)	4.41 S (0.01)
Within Groups	95	14276.28	6412.60	150.28	67.50		
Total	99	14442.75	7625.44				

It is evident from Table-143 that there was an insignificant difference among the mean TRS of populars belonging to various induction acceptance by experimental treatment groups at pretest stage. However, when post test scores of these groups of populars were compared, a significant F-ratio revealed the presence of significant differences. Further, ANACOVA revealed that these differences were real(Tabl-144). The adjusted post test TRS means of populars and the results

obtained through group comparisons are presented in Table-145 and 146 respectively.

TABLE-144

ANACOVA for TRS of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	4	166.47	1212.84	28.47	1212.33	303.08
Within Groups	94	14276.28	6412.60	117.53	6411.63	68.21
Total	98	14442.75	7625.44	146.00		
	SDy'x=8.26			F=4.44 S(0.01)		

TABLE-145

Adjusted Post test TRS means of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

S.No.	Groups	N	NMxMx	My	My'x
1.	Control Group, no induction (CG,ni)	20	65.50	65.20	65.21(m1)
2.	Experimental-I, high acceptance (Exp-I,ha)	16	65.19	68.94	68.96(m2)
3.	Experimental-I, low acceptance (Exp-I,la)	24	68.33	71.71	71.69(m3)
4.	Experimental-II, high acceptance (Exp-II,ha)	20	67.95	63.05	63.04(m4)
5.	Experimental-II, low acceptance (~~Exp~~-II,la)	20	66.15	71.35	71.36(m5)
Total		100	66.75		

TABLE-146

Significance of Difference between Adjusted TRS means of Populars belonging to various Induction Acceptance by Experimental Treatment Groups

Comparisons		SED	Sig. diff. at 0.05	Sig. diff. at 0.01	Direction of diff.	Observed diff.	Sig.
CG,ni-Exp-I,ha	(m1-m2)	2.77	5.48	7.29	m1<m2	3.74	NS
CG,ni-Exp-I,la	(m1-m3)	2.50	4.95	6.58	m1<m3	6.48	S(0.05)
CG,ni-Exp-II,ha	(m1-m4)	2.61	5.17	6.86	m1>m4	2.17	NS
CG,ni-Exp-II,la	(m1-m5)	2.61	5.17	6.86	m1<m5	6.15	S(0.05)
Exp-I,ha-Exp-I,la	(m2-m3)	2.67	5.29	7.02	m2<m3	2.73	NS
Exp-I,ha-Exp-II,ha	(m2-m4)	2.77	5.48	7.29	m2>m4	5.92	S(0.05)
Exp-I,ha-Exp-II,la	(m2-m5)	2.77	5.48	7.29	m2<m5	2.40	NS
Exp-I,la-Exp-II,ha	(m3-m4)	2.50	4.95	6.58	m3>m4	8.65	S(0.01)
Exp-I,la-Exp-II,la	(m3-m5)	2.50	4.95	6.58	m3>m5	0.33	NS
Exp-II,ha-Exp-II,la	(m4-m5)	2.61	5.17	6.86	m4<m5	8.32	S(0.01)

It could be seen in Table-146 that there was a non-significant difference between the post test TRS means of populars belonging to control and high acceptance-experi-

mental group-I.This shows that though high acceptance of positive induction about the social status of populars improves their mean TRS, this improvement does not attains a significant level as compared with the populars of control group, where no induction of expectations was carried out.It may be possible that teachers who accepted positive induction of expectations to a relatively higher degree,already had these expectations and behaved in their classrooms in a normal manner through out the academic session.It also seems that induction of expectations,done experimentally by the investigators,have not changed their rating behaviour in any significant way.T

The comparisons also revealed that there was a significant difference between the post test TRS means of populars belonging to control and low acceptance-experimental group-I.Considered in the light of the finding obtained in relation to the effect of high acceptance of positive induction,it seems that teachers who accept positive induction provided to them to a lesser extent,are more influenced and,inturn,rate the populars of their classrooms more favourably.

Acceptance of negative induction was also analysed. It was found that there was no significant difference between the post test TRS means of populars belonging to control and high acceptance-experimental group-II.It shows that high acceptance of negative induction has not lowered the mean TRS of populars.This may be due to the reason that inspite of accepting the negative induction,teachers have not behaved in an expectancy-congruent manner,or it may be due to the reason

that inspite of accepting the induction provided to them, teachers believed more in their own observations of populars and rated them as if nothing negative was communicated. Data of present study also revealed that low acceptance of negative induction does not facilitates a lowering in TRS means of populars. In fact, results obtained through present analysis pointed out that some specific phenomena operates in such a fashion as a result of which populars about whom negative expectations were communicated to the teachers, gained significantly more than the populars of control group.Low acceptance of negative induction seems to develop among teachers an awareness towards the incongruities between what has been 'told' to them and what they themselves 'observed'.Probably,this observation of incongruities makes teachers to be conscious and to rate these 'populars' in a more favourable manner.In general,findings of present study tend to reveal that high acceptance of both positive and negative expectations about populars is ineffective in bringing an improvement in their TRS.Low acceptance of both positive and negative expectations,on the other hand,facilitates an improvement in the TRS of populars.

Findings obtained in relation to the acceptance of positive and negative induction of expectations for neglectees of the class reveal still more interesting facts.It was found that there was a significant difference between the neglectees of high acceptance-experimental group-I and control group(Table-147 to 150).The direction of mean difference between the TRS of these two groups revealed that high acceptance of positive induction about the social status of neglectees

TABLE-147

ANOVA for Pretest and Post TRS of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	4	356.18	8386.53	89.05	2096.63	0.68	19.72
WithinGroups	95	12486.01	10098.06	131.43	106.30	NS (0.05)	S(0.01)
Total	99	12842.19	18484.59				

TABLE-148

ANACOVA for TRS of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Source of variation	df	SSx	SSy	SSxy	SSy'x	MSy'x
Among Means	4	356.18	8386.53	1663.64	7524.59	1881.15
Within Groups	94	12486.01	10098.06	2550.75	9576.97	101.88
Total	98	12842.19	18484.59	4214.39		

SDy'x=10.09 F=18.46 S(0.01)

TABLE-149

Adjusted Post test TRS Means of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

S.No.	Groups	N	Mx	My	My'x
1.	Control Group,no induction (CG,ni)	20	26.90	25.70	26.10(m1)
2,	Experimental-I,high acceptance (Exp-I,ha)	11	30.27	46.55	46.28(m2)
3.	Experimental-I,low acceptance (Exp-I,la)	29	31.34	45.48	44.97(m3)
4.	Experimental-II,high acceptance (Exp-II,ha)	21	28.62	29.90	29.96(m4)
5.	Experimental-II,low acceptance (Exp-II,la)	19	26.84	26.16	26.57(m5)
	Total	100	28.91		

TABLE-150

Significance of Difference between Adjusted TRS Means of Neglectees belonging to various Induction Acceptance by Experimental Treatment Groups

Comparisons		SEd	Sig. Diff. at 0.05	0.01	Direction of diff.	Observed diff.	Sig.
CG,ni-Exp-I,ha	(m1-m2)	3.79	7.50	9.97	m1<m2	20.18	S(0.01)
CG,ni-Exp-I,la	(m1-m3)	2.94	5.82	7.73	m1<m3	18.87	S(0.01)
CG,ni-Exp-II,ha	(m1-m4)	3.16	6.26	8.31	m1<m4	3.86	NS
CG,ni-Exp-II,la	(m1-m5)	3.24	6.42	8.52	m1<m5	0.47	NS
Exp-I,ha-Exp-I,la	(m2-m3)	3.58	7.09	9.42	m2>m3	1.31	NS
Exp-I,ha-Exp-II,ha	(m2-m4)	3.76	7.44	9.89	m2>m4	16.32	S(0.01)
Exp-I,ha-Exp-II,la	(m2-m5)	3.83	7.58	10.07	m2>m5	19.71	S(0.01)
Exp-I,la-Exp-II,ha	(m3-m4)	2.89	5.72	7.60	m3>m4	15.01	S(0.01)
Exp-I,la-Exp-II,la	(m3-m5)	2.98	5.90	7.84	m3>m5	18.40	S(0.01)
Exp-II,ha-Exp-II,la	(m4-m5)	3.20	6.30	8.42	m4>m5	3.39	NS

facilitates a significant improvement in their TRS. The data also revealed that a significant improvement in the mean TRS is also associated with neglectees of low acceptance-experimental group-I. These findings tend to suggest that both high and low acceptance of positive induction facilitate a significant gain in the TRS of neglectees. When the TRS means of neglectees belonging to high and low positive induction acceptance groups were compared, it was found that the improvement in TRS associated with each of the two groups was more or less equal. This shows that irrespective of the level of induction acceptance, positive induction of teacher expectations facilitates an improvement in the TRS of neglectees.

Both high and low acceptance of negative induction of teacher expectations do not seem to bring in either a favourable or unfavourable change in the TRS of neglectees. Neglectees belonging to both high and low negative induction-acceptance groups were not found to differ significantly from the neglectees belonging to the control group with regard to their TRS means. It has been stated that a variable named 'desirability of expected change' seems to operate in this situation, and teachers, inspite of their accepting the negative induction, remain reluctant to bring in an expectancy-congruent change in their ratings.

In present chapter, investigators have described data analysis of the study and the findings obtained through it. A number of significant aspects were revealed and important findings and conclusions were broughtforth. These findings and conclusions are given in a summarised way in the next chapter.

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CHAPTER-VII

FINDINGS, CONCLUSIONS AND SUGGESTIONS

1.0. THE STUDY:

The present study was taken up to explore the effect of positive and negative induction of teacher expectations on sociometric status, social receptiveness status, emotional expansiveness status and teacher rating scores of populars and neglectees. A three group, pretest-post test experimental design was used to carryout the experiment. Experimental induction of teacher expectations about the social status of selected populars and neglectees was carriedout after pretesting. Teachers belonging to experimental group-I were subjected to positive induction of expectations about both populars and neglectees, while teachers of experimental group-II were provided with negative induction of teacher expectations. An attempt was also made to assess the level of acceptance of induction provided to the teachers of both groups. No induction was given to the teachers of control group. Post test was carried out after a gap of six months, and it included a reassessment of sociometric status, social receptiveness status, emotional expansiveness status and teacher rating scores of populars and neglectees belonging to the three experimental groups. In addition, information about populars and neglectees on variables like sex, grade, age and achievement was collected. The data obtained through the study were tabulated and analysed to test the various hypotheses proposed. Findings obtained in relation to the effect of positive and negative induction of teacher expectations on various sociometric indices of populars and neglectees were found to throw significant light on

different aspects of teacher expectation phenomena. These findings and the conclusions derived thereof are presented in this chapter. These findings also point towards certain relationships and processes that may be hypothesised to exist in our classrooms. An attempt has also been made to summarise these relationships and processes in the form of suggestions for future research.

2.0. FINDINGS AND CONCLUSIONS:

Broadly, four hypotheses were framed for the study. These hypotheses were stated in the null form as follows:

1. There is no significant effect of positive induction of teacher expectations on the SMS, SRS, EES and TRS of populars and neglectees.*
2. There is no significant effect of negative induction of teacher expectations on the SMS, SRS, EES and TRS of populars and neglectees.
3. The sex, age, grade and achievement status variables of populars and neglectees do not interact with the effect of positive and negative induction of teacher expectations on populars and neglectees' SMS, SRS, EES and TRS.
4. The level of induction acceptance does not interacts significantly with the effect of positive and negative induction of teacher expectations on SMS, SRS, EES and TRS of populars and neglectees.

The first hypothesis was tested through comparing populars and neglectees belonging to experimental group-I (positive induction) and the control group (no induction). It

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*SMS =Sociometric Status
SRS =Social Receptiveness Status
EES=Emotional Expansiveness Status
TRS=Teacher Rating Score

was found that there is no significant effect of experimentally induced positive expectations on populars SMS, EES and TRS. However, a significant positive effect was obtained on the SRS variable. This finding revealed that when positive expectations were induced among teachers, populars tend to improve in their SRS, while no such improvement is observed in relation to their SMS, EES and TRS. In the case of neglectees, significant improvement was confined only to their TRS. It could be concluded that positive induction of teacher expectations about neglectees is less significant in determining their SMS, SRS and EES. In the case of neglectees, positive improvement in teachers' ratings pointed out that positive induction develops a positive attitude among teachers. In view of these findings, hypothesis-1, which specified no significant effect of positive induction on populars' and neglectees' SMS, SRS, EES and TRS, was found to be only partially true.

Data analysis carried out in order to test the second hypothesis, pointed out that there is no significant effect of induced negative expectations on EES and TRS of both populars and neglectees. It seems that negative induction of teacher expectations does not influences teachers' ratings of social characteristics of the populars and neglectees. Further, it is possible that in view of their own observations, teachers may tend to either reject the/ negative induction, or inspite of acdepting the induction as such, they may become reluctant to bring in an expectancy-congruent change in their ratings of populats as well as neglectees. A new variable of 'desirability of expected change' seems to intervene in relation to the effect of negative induction of teacher expectations

Emotional expansiveness of both populars and neglectees seems to be unaffected by the negative expectations held by teachers. In this context, it could be pointed out that emotional expansion in a given social situation is determined by intrinsic factors inherent in the individual, and expectations of group members or teacher are less likely to influence this variable. Non-significant effects of both positive and negative induction on populars' and neglectees' emotional expansiveness status may be interpreted in this context.

Significant positive effect of negative induction was obtained in relation to the SRS of populars. This points out that when teachers are made to have negative expectations for the students who are infact populars and who are infact seen as populars in the classroom group by their teachers, the teachers tend to behave in such a manner that their negative expectations are expressed or seen to be expressed by the students as a challenge to improve their social receptiveness. It could be pointed out here that populars of a group are individuals with a certain level of social efficiency, self assertiveness and leadership. These characteristics of populars may incite them to improve their social receptiveness in view of the negative expectations expressed by their teachers. Probably, this is the reason that negative induction of expectations have facilitated a significant improvement in social receptiveness of populars.

In the case of neglectees, negative induction of teacher expectations was found to significantly lower their SRS. This finding points out that negative expectations held

by the teacher and expressed in the classrooms, further decreases the number of persons choosing a neglectee. It seems that when teachers contineously express their negative openions about a particular student, who is already neglected by his classmates, classmates' tendency to choose him on a sociometric questionnaire decreases. Further, this finding may be taken as an indication towards the fact that induced teacher expectations, particularly negative teacher expectations, operate in the classroom through the choices and rejections of group members. This inference is also supported by the finding obtained in relation to the effect of negative expectations on the SMS of neglectees. It was found that negative expectations expressed by the teacher lower significantly the sociometric status of neglectees. This reveals that negative expectations, held by teachers about the social status of neglectees, significantly lower the number of classmates choosing them and the total number of choices received on the three sociometric criteria.

No significant effect of negative induction of teacher expectations on the SMS of populars was revealed by the data. Considered in view of the finding obtained in relation to the effect of negative teacher expectations on populars' SRS, it becomes clear that while expression of negative expectations by teachers facilitates an improvement in the number of persons choosing an individual (i.e. SRS), there is no such change in the total number of choices received by the same individual under similar expectations. These two findings seem to contradict each other on the first look, but a deeper analysis justifies the situation. It seems that when teachers express negative expectations about the populars

(who are individuals choosen by the group members as most desirable classmates), two processes immediately take place in the classroom. Firstly, group members who have already given their choices to the populars, get confused and respond through redirection [illegible] of their choices to other individuals. Secondly, populars afraid when negative expectations have been communicated, attempt to remain in their popularity and social status through making new relationships. These two processes may be assumed to operate in such a manner and in such proportions that ultimately populars' SMS remains uneffected by negative expectations and an improvement in their SRS occurs.

Induction of negative expectations among teachers was found to lower the SMS of neglectees to a significant extent. It seems that when teachers express negative expectations towards neglectees of their classrooms, other members of the group perceive them and bring in a significant decrease in the number of frequencies of sociometric choices directed towards these students.

In view of these findings the second hypothesis that there is no significant effect of negative induction of teacher expectations on the SMS, SRS, EES and TRS of populars and neglectees, is found to be only partially true.

The third hypothesis of present study referred to a non-significant interaction of sex, grade, age and achievement variables of populars and neglectees with the effect of positive and negative induction of teacher expectations. In this context, it was found that sex of the populars does not interacts significantly with the effect of positive and negative induction of expectations on populars' SMS and EES. In relation

to the effect of positive and negative induction on SRS, it was found that positive induction facilitates an improvement in the SRS of male populars only, while negative induction facilitates an improvement in the SRS of female populars only. Sex of the populars also seems to interact with the effect of positive induction of teacher expectations on TRS. It was found that positive induction of expectation facilitates a higher mean TRS among female populars only. In contrast the study revealed that negative induction of teacher expectations does not brings in a significant change in the populars of either sex.

Grade of the populars was also analysed in relation to the effect of positive and negative induction of expectations on their SMS, SRS, EES and TRS. Positive induction of teacher expectations was found to facilitate a significant improvement in the SRS of fifth grade populars, while no such grade-wise differential effect was revealed by the data in relation to SMS, EES and TRS. On the other hand, effect of negative induction of teacher expectations on populars' SMS and SRS was found to be differentiated across the grade levels. It was found that negative expectations bring in an improvement in the SMS of populars of 4th grade. Further, such expectations were found to facilitate an improvement in the SRS of 5th grade populars. In the case of negative induction also, no significant variation across 4th and 5th grades was revealed with regard to the TRS of populars.

Age of the populars was found to be interacting with the effect of positive and negative induction of teacher expectations on their SMS and SRS. Interestingly, it was found that while positive induction of teacher expectations facilitates

a significant improvement in the SMS and SRS of high age populars, negative induction of teacher expectations facilitates an improvement among the populars of low age group. The data of present study also revealed that age of the populars is not an important variable in determining the effect of positive and negative teacher expectations on their EES. Similarly, no age-wise differential effect of negative induction was obtained in relation to the populars' TRS. Populars belonging to high age group were, however, found to be affected positively by the positive induction treatment. This group of populars secured higher mean TRS as compared to their counterparts belonging to the control group. It seems that positive induction is effective in bringing an improvement in high age group populars, while low age populars are more sensitive to negative expectation-induction.

The variable of achievement was also found to influence the effect of positive and negative induction of teacher expectations. It was found that SRS of populars belonging to high achievement group was higher than their counterparts belonging to the control group under positive as well as negative induction treatments. It seems that high achieving populars, irrespective of the quality of teacher expectations induced in the classroom, tend to gain in their SRS. Non-significant effect of positive and negative induction of teacher expectations on the SMS, EES and TRS of populars belonging to high and low achievement group was also revealed by the data. This points out that, in general, achievement status of populars, is not very much significant in relation to the weffect of inducted teacher expectations.

The sex,grade,age and achievement variables were also explored in relation to the effect of induced teacher expectations on neglectees' SMS,SRS,EES and TRS.It was found that there was no significant differential effect of positive and negative induction of teacher expectations across the various sex-wise groups of neglectees in relation to their SMS,SRS,EES and TRS.This shows that sex of neglectees is an insignificant factor in determining the effect of positive and negative teacher expectations on their social status.

Grade of the neglectees was also analysed in this context.It was revealed that positive induction of teacher expectation does not facilitates any significant change in the SMS, SRS and EES of neglectees.However,a significant interaction of grade variable was found in the case of TRS.The data revealed that neglectees of fifth grade improve significantly more than their fourth grade counterparts under the conditions of positive induction of teacher expectations.It is interesting to note that in contrast to the grade-wise differential effect of positive expectations on neglectees' TRS,negative induction of teacher expectations facilitates a significant improvement in the TRS of fourth grade neglectees. A negative effect of negative induction of teacher expectations on the SRS of fourth grade neglectees was also revealed by the data.However,it was found that the SMS scores of fourth grade neglectees are negatively affected by negative induction of teacher expectations. The data analysis also revealed that neglectees' EES is not effected by the grade level x negative induction interaction.

Instead of grade,age to which a neglectee belongs seems to be more important in determining the effect of positive

and negative induction of teacher expectation. It was found that positive inductin of teacher expectations affects neglectees' SMS in a negative way among low age subjects..

Similarly positive induction of teacherexpectations have negative effects on the SRS of low age neglectees. These findings reveal that age of neglectees interacts significantly with the effect of positive expectation on SMS and SRS of neglectees.

No significant interaction of age was, however, found in relation to the effect of positive induction on the EES and TRS of neglectees. Similarly, no significant differential effect of induced negative expectations was obtained across the two age groups of neglectees in relation to their TRS, EES and SRS. However, it was found that negative induction of teacher expectations significantly lowers the SMS scores of neglectees belonging to high age group. These findings tend to bringforth the fact that age is an important intervening variable in expectancy research, particularly in the area of expectation effects on the social status of students.

Achievement status of neglectees also seems to have played a significant role in relation of the effect of positive and negative induction of teacher expectations in some cases. Positive induction of teacher expectations towards high achievement neglectees was found to have improved their TRS as compared to the neglectees of control group and low achievement-positive induction group. No significant differential effect of positive and negative induction of teacher expectations was, however, found across the two achievement groups in relation to their SMS and EES. Similar,

non-significant interaction of the achievement variable was obtained in the case of the effect of positive induction on SRS, and the effect of negative induction on TRS of neglectees. Main effect of negative induction treatment among the low achievers neglectees also revealed the significance of achievement in expectancy cycle.

In view of above findings, obtained in relation to the interaction of sex, grade, age and achievement variables of populars and neglectees with the effect of positive and negative induction of teacher expectations on their SMS, SRS, EES and TRS, the null hypothesis (no.3) seems to be only partially true. It seems that these variables interact as intervening variables in certain situations and in relation to certain indices of social status in classroom groups.

The fourth hypothesis, which was tested through the present study, specified that level of induction acceptance does not interacts significantly with the effect of positive induction of teacher expectations on the SMS, SRS, EES and TRS of populars and neglectees. Data analysis carried out in order to test this hypothesis revealed that level of acceptance of positive induction of expectations regarding the social status of populars, does not interact significantly in relation to their SMS and EES. Significant positive effect of level of induction acceptance was, however, found to exist in the case of populars' SRS and TRS. It was found that a low level of positive induction acceptance tends to be more conducive to facilitate a significant improvement in the SRS and TRS of populars. It could be pointed out here that a low level of acceptance of positive induction, coupled with a high

level of expectancy-congruent effort on the part of teachers, is most likely to produce a change in populars' social status. Interestingly, it is only the SRS and TRS of populars where these changes are observed. The finding obtained in relation to TRS may be explained in view of the natural tendency on the part of teachers to produce their own 'reality' through modifying their ratings in accordance to their induction-acceptance and expectation-effort syndrome. Similarly, it could be proposed that low acceptance of positive induction by the teachers makes them to behave in their classrooms in such a manner that populars' and other group members tend to reinforce these low expectation acceptance-high expectation fulfilment effort behaviours. More research on this aspect is needed to reveal the nature of various processes operating in such a situation.

The level of negative induction acceptance by teachers was also found to influence the effect of negative induction of teacher expectations on the TRS of populars. It was found that a lower level of negative induction acceptance tends to facilitate a higher improvement in the populars' TRS. It may be suggested here that low acceptance of both positive and negative induction of teacher expectations are two different phenomena with relatively similar process elements. It may be due to this similarity that low acceptance of both the kinds of inductions have produced similar results in the case of populars' TRS.

The level of negative induction acceptance was found to be ineffective in creating an improvement differential across the two experimental groups of populars. It seems

that except for the TRS, level of acceptance of negative induction is not effective in bringing a change in the social status of populars.

The interaction of level of induction acceptance with the effects of positive and negative induction of teacher expectations on neglectees' SMS, SRS, EES and TRS was also analysed. It was found that level of positive as well negative induction acceptance does not influence the effects of positive and negative induction of teacher expectations on neglectees' SMS, SRS, EES and TRS. It means that irrespective of accepting or not accepting positive as well as negative induction, teachers are reluctant to change their behaviour towards neglectees. In view of these findings, hypotheses-4, which specified an insignificant interaction of level of induction-acceptance with the effects of positive and negative induction of teacher expectations on the SMS, SRS, EES and TRS of populars and neglectees seems to be only partially true.

3.9. SUGGESTIONS FOR FURTHER RESEARCH:

The investigators have proposed a model of teacher expectation cycle, which involves three main aspects, viz., presage aspect, process aspect and product aspect. Research activity in all of these aspects is drastically needed, as many of the variables are still unexplored and many of the relationships are still not well established. It is needless to emphasise that a scientific exploration of the various processes going on in the classroom and a modification of these processes so as to increase the effeciency of teacheing -learning is a challenge worth taking before the educational researchers. The investigators firmly believe that further research work

[illegible] s investigators with different exper- [illegible].

[illegible] authors have also proposed a model for [illegible] effects on the sociometric status of pupils. [illegible] by the investigators that socio- [illegible] is not only an indicator of [illegible] ty, but it is also an indicator of the [illegible] particular group. As such expecta- [illegible] factors and group process can be [illegible] on this variable. One of the basic [illegible] to be that whether expectations [illegible] or not. It was to find an answer [illegible] the present study was framed. Nonetheless, [illegible] the present one, can not be expected to [illegible] in any area, and replication and modifica- [illegible] should always be expected to provide [illegible] findings. Such attempts are strongly [illegible] investigators.

[illegible] theoretical model presented in the context [illegible] effects on sociometric status of pupils, has [illegible] intervening process of group-perception of [illegible] and developing group-expectations in [illegible] credibility of teacher and peers' evaluations [illegible] pupils. This aspect seems to be not covered in the [illegible] in the area of expectation effects. It seems [illegible] expectations are also developed among the group [illegible] when teachers begin to communicate directly or [illegible] their natural or induced expectations. What is [illegible] of these group expectations?, Is there any similarity

between the two types of expectations developing simultaneously in a classroom?,On what basis these group-expectations are formed and is there a difference in the direction and efficiency of expectations hold by the teacher and the peers?,are some of the questions which need elaborate analysis and emperical exploration.

The investigators have referred to the existence of a new variable in expectancy phenomena.It was suggested that 'desirability of change',inherent in induced expectations, is crucial in determining the effect of positive and negative induction of teacher expectations on the social status of pupils.In this connection,it can be logically inferred that teachers are less likely to bring in an expectancy-congruent change in their pupils,when the change inherent in the induction is 'not desirable'.Thus,teachers may not behave in their classrooms so that a negative change is brought in their pupils. This aspect and various other related aspects seem to be worth exploring,and research activity in this area is essentially needed.

The present study was an attempt to find out the effects of positive and negative induction of teacher expectations on the social status of some individual pupils.It may be pointed out that in addition to bringing in a change in the social status of individual pupils,induced teacher expectations are also likely to bring in a change in the total structure of the group.Thus,group indices like social cohesiveness,mutual affiliation and group feeling may be affected by induced expectations.It is expected that future research work will through significant light on this aspect of expectancy phenomena.

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APPENDIX-1

List of Primary Schools Included in the Study

Control Group	Experimental Group-I	Experimental Group-II
1. Adarsh Primary School, Almora	1. Saraswati Shishu Mandir, Alm.	1. Rajkiya Deeksha Vidhayalaya, Alm.
2. Arya Kanya Primary School, Alm.	2. Rajkiya Kanya Basic Vidhyalaya, N.Bari	2. St. Paul Primary School, Alm.
3. Bal Vidhyalaya, N.T.D.	3. Children Acadamy, Alm.	3. Balika Vidhalaya, Dhungadhara, Alm.
4. Bal Vidhyalaya Rjp. Alm.	4. Kanya/Pathasala Panch Dhara	4. Primary Pathsala, V.Puri.
5. Primary School Gpl., Alm.	5. Primary School, N.Bari	5. Bal Vidhalaya, Panch Dhara
6. Basicbalak Pri-Pathsala, J.H., Ntl.*	6. Basic Kanya Pathsala, S.Niketan *	6. BasicKanya Pathsala Vebharali*
7. Basic Kanya Pathsala, [illegible]K., Ntl.*	7. Basic Primary Balika Pathsala, Goshala, Ntl*	7. BasicKanya Pathsala, Tara cottage, Ntl.*

*These Schools were eliminated from the final analysis due to either highrates of sample loss or some variation in experimental duration.

Appendix-8

Distribution of Achievement Scores

rks(Percentage)	Frequency	Statistical Indices
-99	9	
-94	20	
-89	36	
-84	47	
-79	77	Mean=62.21
-74	93	Median=62.68
-69	123	Mode=63.62
-64	122	SD =14.85
-59	104	Q1 =52.26
-54	90	Q3 =72.42
-49	65	
-44	43	
-39	30	
-34	19	
-29	11	
-24	4	
tal	887	

Appendix-9

Distribution of Age in 4th and 5th grades

e Group	Frequency	Statistical Indices	
2-13	32	Mean=9.66	Q1=8.60
-11	488	Median=9.68	Q2=10.65
-9	438	Mode=9.72	
tal	954		

APPENDIX-10

Distribution of SMS Scores of Populars and Neglectees Of The Three Experimental Groups

Appendix-10.1

Distribution of SMS scores of Populars of the Three Experimental Groups.

Class Interval	Control Group (f)	Experimental Group-I (f)	Experimental Group-II (f)
45-47	-	-	1
42-44	-	1	-
39-41	-	1	-
36-38	-	1	1
33-35	-	1	-
30-32	2	-	-
27-29	4	2	5
24-26	2	2	-
21-23	4	9	5
18-20	10	7	10
15-17	18	14	18
Total	40	40	40

Appendix-10.2

Distribution of SMS scores of Neglectees of the Three Experimental Groups

Scores	Control Group (f)	Experimental Group-I (f)	Experimental Group-II (f)
3	12	17	14
2	16	13	9
1	12	10	17
Total	40	40	40

APPINDIX-11

Distribution of SRS Scores of Populars And Neglectees of the Three Experimental Group.

Appendix-11.1

Distribution of SRS scores of Populars of the Three Experimental Groups.

Scores	Control Group	Experimental Group-I	Experimental Group-II
28-30	-	-	1
25-27	-	-	-
22-24	1	-	-
19-21	1	1	1
16-18	4	1	5
13-15	9	10	1
10-12	12	12	10
7- 9	11	8	18
4- 6	2	8	4
Total	40	40	40

Appendix-11.2

Distribution of SRS scores of Neglectees of the Three Experimental Groups

Scores	Control Group	ExperimentalGroup-I	Experimental-II Group
3	7	7	7
2	14	14	8
1	19	19	25
Total	40	40	40

APPENDIX-12

Distribution of EES Scores of Populars and Neglectees Of the Three Experimental Groups

Appendix-12.1

Distribution of EES scores of Populars of the Three Experimental Groups

Scores	ControlGroup	ExperimentalGroup-I	ExperimentalGroup-II
8-9	13	6	6
6-7	11	8	10
4-5	7	14	8
2-3	9	12	16
Total	40	40	40

Appendix-12.2

Distribution of EES scores of Neglectees of the Three Experimental Groups

Scores	ControlGroup	ExperimentalGroup-I	ExperimentalGroup-II
8-9	9	6	7
6-7	13	13	11
4-5	10	9	15
2-3	8	12	7
Total	40	40	40

APPENDIX-13

Distribution of TRS Scores of Populars and Neglectees of the Three Experimental Groups

Appendix-13.1

Distribution of TRS Scores of Populars of the Three Experimental Groups

Scores	ControlGroup	ExperimentalGroup-I	ExperimentalGroup-II
76-80	10	9	8
71-75	8	6	9
66-70	9	5	10
61-65	8	14	6
56-60	0	1	3
51-55	1	2	0
46-50	1	3	2
41-45	1	0	0
36-40	0	0	1
31-35	1	0	0
26-30	0	0	1
21-25	0	0	0
16-20	1	0	0
Total	40	40	40

Appendix-13.2

Distribution of TRS Scores of Neglectees of the Three Experimental Groups

Scores	Control Group	ExperimentalGroup-I	ExperimentalGroup-II
76-80	0	1	0
71-75	0	0	0
66-70	0.	0	0
61-65	0	1	0
56-60	0	0	0
51-55	0	0	1
46-50	1	4	1
41-45	3	2	2
36-40	1	5	3
31-35	8	6	8
26-30	2	1	5
21-25	8	8	11
16-20	17	12	9
Total	40	40	40

APPENDIX-14

Distribution of Induction Acceptance Scores

Scores	Frequency	Statistical Indices
44-45	7	
42-43	4	
40-41	0	
38-39	3	Median=42.00
36-37	1	
34-35	2	
32-33	0	
30-31	1	
28-29	0	
26-27	1	
24-25	0	
22-23	0	
20-21	1	
Total	20	

APPENDIX-15

Distribution of SMS Post test Scores of populars and Neglectees

Appendix-15.1

Distribution of SMS Posttest Scores of Populars

Scores	ControlGroup	ExperimentalGroup-I	ExperimentalGroup-II
42-44	0	1	0
39-41	0	0	0
36-38	0	0	2
33-35	0	0	0
30-32	1	2	2
27-29	2	2	0
24-26	2	6	6
21-23	9	7	7
18-20	7	8	12
15-17	17	11	9
12-14	1	1	1
9-11	1	2	1
	[illegible]	40	40

Appendix-15.2

Distribution of SMS Posttest Scores of Neglectees

Scores	ControlGroup	ExperimentalGroup-I	Experimental-Group-II
9-11	5	3	2
5-8	12	6	6
3-4	17	20	14
0-2	6	11	18
Total	40	40	40

APPENDIX-16

Distribution of SRS Post Test Scores of Populars and Neglectees

Appendix-16.1

Distribution of SRS Post test Scores of Populars

Scores	ControlGroup	ExperimentalGroup-I	Experimental Group-II
22-24	0	1	0
19-21	0	0	2
16-18	0	1	1
13-15	4	9	5
10-12	10	12	14
7-9	21	7	15
4-6	4	10	3
1-3	1	0	0
Total	40	40	40

Appendix-16.2

Distribution of SRS Post test Scores of Neglectees

Scores	ControlGroup	ExperimentalGroup-I	ExperimentalGroup-II
8-9	0	1	0
6-7	4	0	0
4-5	17	14	13
2-3	15	16	18
0-1	4	9	9
Total	40	40	40

APPENDIX-17

Distribution of EES Post testScores of Populars and Neglectees

Appendix-17.1

Distribution of EES Post test Scores of Populars

Scores	ControlGroup	ExperimentalGroup-I	ExperimentalGroup-II
8-9	7	5	8
6-7	10	13	13
4-5	11	17	10
2-3	12	5	9
Total	40	40	40

Appendix-17.2

Distribution of EES Post test Scores of Neglec

ControlGroup	ExperimentalGroup-I	ExperimentalGrou
6	5	7
14	13	10
11	14	17
9	8	6
40	40	40

APPENDIX-18

tion of TRS Post test Scores of Populars and Neglectees

Appendix-18.1

Distribution of TRS Post test Scores of Populars

ControlGroup	ExperimentalGroup-I	ExperimentalGroup-II
1	12	4
8	14	17
16	5	5
9	3	7
4	4	2
2	0	0
0	2	3
0	0	2
40	40	40

Appendix-18.2

Distribution of TRS Post test Scores of Neglectees.

ControlGroup	ExperimentalGroup-I	Experimental Group-II
0	0	0
0	1	0
0	1	0
0	4	0
0	5	0
0	2	2
0	6	1
3	9	0
2	5	2
3	1	5
12	3	13
14	2	13
6	1	4
40	40	40